REPORT RESUMES

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SMALL GROUP WORK AND GROUP DYNAMICS. CAPS CURRENT RESOURCES SERIES.

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MICHIGAN UNIV., ANN ARBOR, COUNS./PERS.SVC.CENTER

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THIS PUBLICATION IS ONE OF A SERIES ON CURRENT RESEARCH AND RESOURCES COMPILED BY THE COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER. RESUMES OF SELECTED LITERATURE ON RECENT DEVELOPMENTS IN SMALL GROUP WORK ARE PRESENTED. SOME OF THE RESEARCH HAS COME FROM THE PERSONNEL PROFESSIONS WHILE OTHER DEVELOPMENTS HAVE COME FROM THE FIELDS OF PSYCHOLOGY, SOCIAL-PSYCHOLOGY, AND SOCIOLOGY. THEORIES OF GROUP DYNAMICS, SPECIFIC APPLICATIONS OF GROUP WORK, AND DISCUSSIONS OF METHODOLOGY IN SMALL GROUP WORK ARE AMONG THE AREAS INCLUDED. THE ABSTRACTED LITERATURE IS INDEXED BY SUBJECT AND AUTHOR. PROCEDURES FOR OBTAINING COMPLETE DOCUMENTS ARE EXPLAINED. (NS)

CURRENT RESOURCES

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CAPS CURRENT RESOURCES SERIES

SMALL GROUP WORK AND GROUP DYNAMICS

Compiled
by

John E. Hechlik
and
James L. Lee

April 1968

The work presented herein was performed persuant to a contract from the U. S. Office of Education, Department of Health, Education, and Welfare.

ERIC

Counseling and Personnel Services Information Center
University of Michigan
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Ann Arbor, Michigan

CG 001 806

GROUP DYNAMICS

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PREFACE

Small Group Work and Group Dynamics

This publication has been developed in an attempt to provide current research and resources describing recent developments in small group work in the pupil and student personnel setting. There has been considerable interest in small group work throughout the history of personnel work.

For some time small group work was viewed as a possible answer to the ever increasing demands on the personnel worker's time. More recent research and literature emphasizes that group work does not save "time" for the personnel worker and many times promotes further individual work with the group clients. Because each individual is inescapably a group member and acquires social attitudes and dispositions through social interaction, there is an increasing awareness that some client problems may be more effectively dealt with through group work than through the one-to-one relationship.

Some of the personnel professions (school social work and school psychology) have made more use of group work than have others (school psychiatry, guidance and counseling, and school health). In addition, there has been a large body of research and literature developed in group dynamics in the adjacent fields of psychology, social-psychology, and sociology. While this later research and literature has not dealt with small group work in principles, and theories developed in group dynamics may be useful for furthering our own understanding of the dynamics involved in group work in the personnel services. Finally, some of the personnel professions can learn from the other's experience in group applications to client problems.

The objective of this publication is to acquaint personnel workers with some of the more recent findings, ideas, and procedures from their own fields of specialization as well as some of the group dynamics literature which may be applicable to the personnel setting. The goal is to familiarize the user with a representative sample of the research and literature within personnel work and group dynamics which may have a potential impact on small group work rather than to comprehensively present the total literature from any one specific area.

TABLE OF CONTENTS

Preface.. i

Introduction..................................... v

Current Resources Series......................... vii

Organization of Current Resources Series......... viii

Resume Section

ERIC Document Resumes.................... 1

ERIC Project Resumes..................... 16

CAPS Resumes............................. 18

Journal Article Resumes.................. 22

Additional References.................... 36

Subject Index.................................... 45

Author Index..................................... 71

INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of *CRS* deserve special emphasis. *First*, the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of *Research in Education* and core psychological and guidance journals. A *second* major characteristic of *CRS* is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A *third* characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important *fourth* characteristic is the relatively easy access to, and retrievability of, all documents indexed in *CRS*. A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of *CRS* are legion. It can be used as the first step in the search phase of a research project; a means of analyzing informational trends in a topical area; a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Others uses may readily be apparent to you as you use the index. The first six publications are devoted to the following topics: Information Systems; Pupil Personnel Services; Group Process in the Personnel Services; Student Climate; Decision Making; and New Media and Simulation.

Additional publications focused on other topics will be introduced as new information becomes available. Existing *CRS* publications will also be regularly updated through the distribution of supplementary materials.

Each CRS publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work. The Series concentrates on current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS collection and the total ERIC collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users inquiries, and consultants' suggestions, forms the guidelines for the final selection of Current Resources Series Topics.

Comprehensiveness of Information Search

Once the topics for the Current Resources Series have been determined, a comprehensive search for information on these specific topics is initiated. For this publication, several major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. Also information about current ongoing Office of Education sponsored projects was searched. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but not been submitted to the central ERIC collection. Another major source was the CAPS journal collection. CAPS subscribes to about forty journals which are either personnel work journals or behavioral science journals containing information relevant to personnel work. A final source of information was Bertram H. Raven's A Bibliography of Publications Relating to the Small Group. This work was developed under a contract from the Office of Naval Research.

ORGANIZATION OF THE CURRENT RESOURCES SERIES

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into five sections. These sections are (1) ERIC Document Resumes, (2) ERIC Project Resumes, (3) CAPS Resumes, all arranged in numerical order by accession number, and (4) Journal Articles and (5) Additional References from Bertram H. Raven's A Bibliography of Publications Relating to the Small Group, arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

7 CG 000 176 ED 012 931
Shumake, Franklin
Pupil Personnel Services Seminar, A Summary.
Georgia State Department of Education, Atlanta
15 Nov 66
MF-$0.18 HC-$3.56 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists, *Academic Education, Staff Role, Administrative Organization, Seminars, Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Departments of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following: (1) The pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

2. ERIC Project Resumes - This section contains resumes of ongoing projects currently being funded by the Bureau of Research, U. S. Office of Education. Reports of these projects are not currently available. The user may find these references of interest and thus either contact the investigator for further information or be alerted for reports of these projects as they later appear in future issues of Research in Education. These resumes may be identified by the EP Accession Number.

3. CAPS Documents - The second resumes in the Resumes Section are materials which have been indexed and abstracted or annotated. These materials are available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have only a CG Accession Number.

Sample CAPS Resume

15 CG 001 520
Guideline for Pupil Personnel Services in the Elementary School.
California State Department of Education
1967
64P.

*Guideline, Program Guides, *Student Personnel Services, *Elementary Schools, Interprofessional Relationship, Program Development, Program Evaluation

These guidelines for pupil personnel services in elementary schools emphasize the similarity in function of the various specialists. The objectives and development of pupil personnel programs in large and small school districts are discussed. Guides for program evaluation are also included. Role definitions of the various pupil personnel specialists and selections from the California Education Code are appended. (JR)

4. Journal Articles - Journal Articles have either been annotated or appear with author abstracts. They are available from the original source only. The source of each article is indicated.

Sample Journal Article Resume

43. Bodin, Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists." Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

5. Additional References - The bibliography of articles and books included in the last section of this index were compiled from A Bibliography of Publications Relating to the Small Group by Bertram H. Raven. This publication was compiled in cooperation with the Group Psychology Branch, Office of Naval Research, Contract Nonr 253 (54), (NR171-350).

The bibliographic citations included from this publication are those which by title appear to have some relationship to small group research or procedures in personnel work. The references are available from original source only.

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the subjects index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24) The Computer in Educational Research and Its Implications

for the Counselor
(54) Information and Counseling: A Dilemma
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(60) High School Counselors and College Information
(61) A Professional Approach to the Information Function in Counselor Education
(73) Ideology and Counselor Encapuslation
(79) The Impact of Information Systems on Counselor Preparation and Practice
(80) Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resúme Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research

(44) Research Frontier, Information Retrieval: A Definition and Conference Report.

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RESUME SECTION

ERIC RESUMES

1 ED 010 169

Pinner, Frank A.
Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs.
Michigan State Univ., East Lansing
15 Aug 1966
MF-$0.54 HC-$13.84 346P.

*Group Dynamics, *Public Opinion, *High School Students, *Role Conflicts, *Measurement Instruments, Political Issues, Social Attitudes, East Lansing, Michigan

A social strata study was made of selected high schools. The instruments, methods of clique and crowd detection, and the structure of participation were all reported. Empirical explorations included cultural and political orientations. The study was conducted primarily for the purpose of developing instruments and testing ideas. However, conclusions were presented on the substantive findings. An important finding indicated the relative isolation of many students from the school as a community. Future studies were suggested to design instruments for measuring the relationships between social participation and orientation toward public affairs. (RS)

2 ED 010 225

Brumbaugh, Robert B.
Reference Group Orientation and Teacher Attitude Toward School District Reorganization.
University of Oregon, Eugene
1966
MF-$0.09 HC-$0.68 17P.

*School Districts, *School Organization, *Organizational Changes, *Teacher Attitudes, *Group Structure, Comparative Analysis, Questionnaires, Legislation, Eugene, Oregon

A study was reported of the relationship between local-cosmopolitan orientation, a concept from reference group theory, and the resistance to organizational change. A questionnaire was administered to 329 public school teachers in five contiguous school districts in central Pennsylvania which were to lose their individual identities under the provisions of the state's 1961 legislative reorganization mandate. At the time none of the districts had yet formulated definite plans for reorganization. Usable questionnaires were returned by 277 teachers. The findings indicated factors other than local or cosmopolitan orientation had influenced teacher attitude toward school district reorganization. Teachers opposed to reorganization were found to actually know less about the factual details of the issue than those who supported reorganization. It was suggested that the influence of reference group orientation upon patterns of communication, both internal and external to the school, be studied in future research. (RS)

3 ED 010 285
Beaird, James H. and others
Interpersonal Communication Behavior--A Normative Data Study.
Oregon State System of Higher Educ., Monmouth
31 Jan 1966
MF-$0.10 HC-$4.32 108P.

*Interpersonal Relationship, *Communication Theory, Research Methodology, *Educational Theories, Educational Methods, *Group Behavior, Behavior Rating Scales, *Social Relations, Children. Public Schools, Interpersonal Communication Behavior Analysis Method (ICBAM), Monmouth, Oregon

Interpersonal communication behaviors of public school children were identified and measured by use of the interpersonal communication behavior analysis method (ICBAM). The four behavior levels designated - biochemical, motor movement, speech, and technological - were related to age, sex, and situation (classroom and nonclassroom) by analysis of variance. This study furnished evidence that a child's ability to communicate is not limited to speech, although the school curriculum concentrates on speech and educational technology. It was suggested that cultural, sociological, and psychological variables which influence behavior also be subjected to research using the interpersonal communication behavior analysis method. (GD)

4 CG 000 009 ED 010 701
Yabroff, William W.
An Experiment in Teaching Decision-Making.
California State Dept. of Education, Sacramento
Sep 1964
MF-$0.09 HC-$0.36 9P.

Teaching, *Decision Making Skills, Ability Grouping, Grade 9, Students, *Occupational Choice, *Educational Planning, *Expectancy Tables, *Group Guidance, Sacramento

Two hundred forty-eight ninth-grade students were given 4 weeks of daily intensive group guidance on vocational and educational planning prior to experimental treatment. Students were randomly divided into three ability groups and three treatment groups. The control group received no further treatment. Group 1 received training using local probability data (experience tables). Group 2 received instruction in decision-making using general probability data similar to that presented in the first 4 weeks. Group 1 scored significantly higher (beyond .01 level) than groups 2 and 3 at all ability levels in (1) knowledge about the process of decision-making, (2) awareness of high school and college alternatives, and (3) knowledge of the probabilities involved in these alternatives. No significant differences between sexes were found. This experiment suggests that in helping ninth-grade students learn decision-making, local probability data can be meaningful to students at all ability levels, equally effective with boys and girls, and more effective than general data or structured guidance units on general information. The author suggests that using local data and allowing the student to make his own tentative interpretation makes the data more personal and stimulates intensive group discussion about educational plans and personal values. (JH)

5
Ohlsen, Merle M. ED 010 890
Counseling Children in Groups. (Report from Elementary School Guidance in Illinois).
Superintendent of Public Instruction, Springfield, Ill.
1966
MF-$0.09 HC-$0.60 15P.

Counseling, *Group Counseling, *Elementary School Students, Learning Experience, Parent Participation, Elementary School Counselors, *Role Playing, Group Structure, *Group Membership, Grade 4, Grade 5, Grade 6, Grade 7, Classroom Techniques

Counseling is an accepting, trusting relationship dealing with normal children and emphasizing the counselor's special ability to listen, empathize and understand. The setting of group counseling provides excellent conditions for learning. Effective group counseling involves treatment by the group as well as individual treatment within the group. Counselors must be aware of how group members' comments and actions influence other members. The selection of youngsters for group counseling should be based upon the type of problem (students with similar problems should not be placed in the same group), readiness for counseling, the child's impact on other group members, and his parents' support. Group counseling methods must be modified for use with elementary school children (4th, 5th and 6th graders). Such groups require more structure and should be more limited in time and number of participants. The counselor plays a more active role, and support and assistance from teachers and parents is needed outside the group. Role-playing is an effective method for this age level. As verbalization is difficult for primary school-age children, more play material is necessary. Teachers may use group techniques to motivate learning and to provide individuals with an opportunity to relive a special problem through role playing. (PS)

6 CG 000 018 ED 010 891
Schmidt, Wesley I.
Group Guidance in the Elementary School. (Report from Elementary School Guidance in Illinois).
Superintendent of Public Instruction, Springfield, Ill.
1966
MF-$0.09 HC-$0.72 18P.

Group Structure, Peer Groups, *Elementary School Guidance, Group Counseling, Self Concept, *Group Guidance, Guidance Functions, Developmental Programs, Maladjustment, Classroom Guidance Programs

Group work in the elementary school is an effective method for dealing with the instructional aspects of guidance and of assisting children who show a defeating self-concept or an inability to relate to others. Group work is an efficient way of dealing with growing numbers of maladjusted children in schools. The force of the psychological group is very powerful at the elementary level. Group failure is caused by ignorance of the dynamics of human interaction. Such dynamics are described, as are the elements of a successful group. Group work can further the student's knowledge of the self-concept, the world of work and education, and the relationship between self and world. These objectives are achieved at the instructional level through such activities as writing and telling stories, making biographical studies, etc. Group guidance emphasizes the needs of students and adjustment to the school setting through get-acquainted methods, leadership development, and role playing. Small group counseling deals more with problems of attitudes toward self and self definition. The instructional program and group guidance provide developmental activities for all students and also serve to teach students about the range of guidance services available. All group activities have guidance potential. The group is a major determinant of school adjustment. (PS)

7 ED 010 994
Hurd, Paul Dehart Rowe, Mary Budd
A Study of Small Group Dynamics and Productivity in the BSCS Laboratory Block Program.

1966
MF-$0.09 HC-$0.44 11P.

*Biology, *Group Dynamics, *Small Group Instruction, *Secondary School Science, Academic Achievement, Biological Science Curriculum Study, Biological Science Curriculum Study Laboratory Blocks

The relationship between small group compatibility and achievement in the biological science curriculum study laboratory block program was tested. Students in 14 classes from four high schools were assigned to four-member laboratory groups classified as compatible or incompatible. Group classification was validated by observers who were not aware of the initial classification. The two categories of groups were equated for scholastic ability and biology achievement. Data included efficiency ratings and participation indexes determined by observers, and final test results. Spearman rank order correlations between predicted group compatibility scores, biological science curriculum study blue version final examination scores, mean group efficiency scores, and group participation index scores were determined. The performance of incompatible groups in college-bound classes tended to be higher than those in compatible groups. Performance of noncollege bound students tended to increase with predicted compatibility. This article is published in the Journal of Research in Science Teaching, Volume 4, Issue 2, 1966. (AG)

8 CG 000 046 ED 011 124
Bachtold, Louise M.
Counseling, Instructional Programs for Intellectually Gifted Students. (California Project Talent).
State Dept. of Education, Sacramento, California
1966
MF-$0.18 HC-$4.44 111P.

*Experimental Programs, Social Studies, English, In Service Training, Program Evaluation, *Gifted, *Program Development, *Group Counseling, Junior High Schools, *Counseling Instructional Programs, Project Talent

As one part of the three year program of Project Talent a counseling-instructional program was developed in the San Juan Unified School District. The intellectually gifted (the top two percent on achievement and ability tests) in grades 7, 8, and 9 were placed in this experimental program. Both cognitive and affective objectives were set up for the small group counseling sessions, and english and social studies classes. Small groups of eight to ten students met once every two weeks with a counselor.

The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Many of these activities are detailed in the report. In-service training and program planning continued throughout the year. It was decided that evaluation of the program could best be done by attempting to measure the amount of student growth in line with program objectives. Rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used for this. The program is presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

9 CG 000 085 ED 011 389
Gatchel, Mary H.
Preparation for Successful Adult Life.
Norman High School, Oklahoma
Feb 1966
MF-$0.18 HC-$2.56 64P.

High School Students, *Group Guidance, Pilot Projects, *Sex Education, *Dating (Social), Marriage, *Social Relations, *Self Concept

This report presents in chronological sequence the development of a group guidance pilot study in Norman High School, Norman, Oklahoma. The purpose of the project in the 1964-5 school year was to use the school counseling staff and community consultants in a study of areas of personal relationships. It was hoped that students in such a group would gain knowledge in boy-girl relationships and self-understanding to better prepare them for adult life. After a school-wide questionnaire which showed that 92 percent of the students favored such a program, 29 boys and girls were selected on a volunteer basis. The program consisted of presentations and discussion sessions on (1) emotions, (2) the functions and needs of the body, (3) dating, (4) marriage, and (5) moral and spiritual codes in boy-girl relationships. Study sheets of questions were given to the students before each session to provide stimulus for further questions and discussion. Examples of these study sheets and the students' questions are presented. At a final evaluation session. 27 of the 29 students indicated on an anonymous questionnaire that the program should be offered to all high school students. (NS)

10 ED 011 540
Faunce, R. W. Murton, Bonnie J.
Group Work with AFDC Mothers and Their Daughters
Hennepin County Community Health and Welfare Council
Oct 1966
MF-$0.18 HC-$3.16 79P.

*Group Therapy, *Mothers, *Children, *Behavior Problems, *Family Relationships, Females, One Parent Family, Parent Education, Communication Problems, Slum Environment, Delinquency Prevention, Program Inprovement, Child Rearing, Program Evaluation, Minneapolis, Aid to Families with Dependent Children (AFDC), Big Sisters Agency, Youth Development Project

A service program for mother-daughter groups which was established as part of a delinquency prevention program is described and evaluated in this report. The program was set up to reduce communication barriers between the mothers and daughters and to help the mothers cope with the child-rearing problems of poor, one-parent families. All of the mothers except one were receiving aid to families of dependent children (AFDC) and all of the girls were in either the fifth or sixth grade. One set of mothers and daughters was referred by the schools because the girls had behavior problems (the school group), and the other set was suggested by the AFDC caseworker (the AFDC group). The group worker for the school group used a recreation-activity therapy approach, whereas the caseworker for the AFDC group used a method similar to a family education approach. Operational difficulties made it impractical to evaluate systematically the hypothesis that improving communication would benefit family relationships. Discussions of the problem, the purpose and methods of the program, results, and recommendations and observations are included in a general section, while aspects of administration, staffing, budget, operating statistics, community involvement, and evaluation methods make up a second part. (NH)

11 ED 011 579

Wrench, David F. Gregor, Gary L.
Balancing in Group Decision Making.
Oregon Univ., Eugene
Jan 1966
MF-$0.09 HC-$1.04 26P.

*Group Dynamics, *Interaction Process Analysis, *Group Behavior, *Perception Tests, Cognitive Processes, Social Adjustment, Social Change, Personality Change, *Personal Adjustment, Laboratory Experiments, *Decision Making, Eugene

This study was designed to test the theory that laboratory groups making complex decisions will distort their perceptions of each other in ways predictable from Newcomb's A-B-X model of perceptual distortion in which "A" represents the perceiving individual, "B" represents another member of the group, and "X" the issues under discussion. Four hypotheses dealing with perceptual distortion were tested in simulated school boards, each composed of four subjects and a graduate student, the latter playing the role of a nondirective superintendent of schools. Each subject received communications from, and represented, an interest group. Each board met four times, and, at each meeting, two different but interrelated issues were discussed and decided. Subjects were asked to rate each other, the superintendent, and themselves at the start, middle, and end of each meeting in relation to a hypothetical normal distribution of a reference population. The two types of ratings made were (1) position on issue and (2) soundness of judgment. Mixed results were obtained. In fact, one hypothesis was significant in the opposite direction to that predicted, so that the static correlation between perceived position discrepancy and expertise is high and negative. Further search for the conditions which led to these results was recommended. (GD)

12 CG 000 121 ED 011 681
Zwetschke, Earl R.
Research/ Family Group Consultation and the School Counselor.
NDEA Counseling and Guidance Institute, Portland, Oregon
MF-$0.09 HC-$0.44 11P.

*Family Counseling, *Group Counseling, *Self Concept, *Program Evaluation, Counseling Goals, *Counseling Programs, Q Sort, Research Projects, Portland, Oregon

A Q-Sort was used to measure attitudinal change brought about by family group consultation. Nine family members of three families were given the Q-Sort at the beginning of counseling and again eight weeks later. These two sorts asked the family group members to rate their ideal self and their perceived self. These ratings were correlated with the index of personal adjustment, a sort which showed high inter-rater correlations for the staff counselors. The data showed that the Q-Sort is a fairly reliable measure of individual progress in counseling and serves as an evaluation of the counseling program. Through examples of the members of the one family, it is shown how the sorts can be correlated. Evaluation of individual counseling goals is one area of family group consultation to be explored. The effect of the method upon the "acting-out" teen and younger children, upon families of different socio-cultural levels, and upon the members who are primarily observers in the group needs to be evaluated. (NS)

13 CG 000 122 ED 012 063
Sonstegard, Manford * Dreikurs, Rudolf
The Teleoanalytic Approach to Group Counseling.

Alfred Adler Institute of Chicago, Illinois
1967

*Counseling Programs, *Group Counseling, *Parent-Child Relationship, Parent-School Relationship, Student-Teacher Relationship, *Counseling Goals, *Group Dynamics, Administrator Attitudes, Alfred Adler

This paper presents the procedures for a group counseling program on four levels: (1) counseling within peer groups as children learn from each other in interaction, (2) teacher seminars where teachers can share ideas on specific problems and gain insight on the other counseling groups, (3) parent groups where one parent counseled in front of the group is a means of helping the group focus on common problems and members help each other, and (4) individual counseling of the child in front of the parent and teacher group to gain further insight into the problem. This program is based on the teleoanalytic approach of Alfred Adler which sees the basic purpose of all behavior as trying to belong to a group and is concerned with the child's basic assumptions about life and himself. The emphasis is upon the child's own choice and determination of his own behavior. In this detailed description of such a group counseling program, emphasis is placed upon the careful orientation of administrators, teachers, and parents so that their full support is gained. (Alfred Adler Institute, 6 N. Michigan, Chicago, Illinois 60602, Price $2.50). (NS)

14 CG 000 219 ED 012 066
Moursund, Janet P. * Mathieu, Phillippa L.
Interpersonal Attitudes of Adolescents, Interim Report.
University of California, Los Angeles
MF-$0.27 HC-$5.95 149P.

High School Students, *Group Counseling, Group Dynamics, *Self Concept, Counseling Effectiveness, Group Structure, Nondirective Counseling, *Social Attitudes, Statistical Data, Research, Personality Assessment, Attitude Tests, *Interpersonal Relationship, California F Scale, The Relationship Inventory, Sociometric Test, Ways of Looking at People, Self Referent Q-Sort, Teacher Ratings, Office of Education, Minnesota Multiphasic Personality Inventory

This interim report presents data collected in a study of the interpersonal attitudes of adolescents. Twelve groups of high school juniors from three different schools met in counseling sessions. The principal independent variables in the groups were congeniality (students chose to meet with each other) and the structure level imposed by the counselor. Various instruments were used to measure both the personal and the interpersonal effects of the counseling through pre- and post-treatment testing. Results of the data analysis showed conflicts and borderline significances which suggested a need for further research and analysis. Some changes in the groups due to counseling were apparent, but none could be interpreted as demonstrating a clear relationship between variables or strong support for the original hypotheses. At this time, data analysis in incomplete and a number of peripheral investigations based on the original design are continuing. (NS)

15 CG 000 236 ED 012 076
Shaw, Merville C. * Tuel, John K.
A Proposed Model and Research Design for Pupil Personnel Services
in the Public Schools. (Guidance Research Project Monograph 1).
Chico State College, California
Jul 65
MF-$0.18 HC-$4.48 112P.

*Guidance Services, *Group Guidance, Research Projects, *Schematic Studies, Parents, Counselors, Educational Attitudes, Teachers, *Counselor Role, Group Counseling, Models

The need to define the role of the guidance services is the basis for the three-year study. The major hypothesis is that guidance specialists can enhance learning more effectively through intervention in the learning environment of children than through direct remedial approaches to children themselves. The model uses an approach to guidance activities involving an emphasis on providing services primarily to teachers and parents. The basic research aspect will involve the collection of comprehensive data on the school environment from a wide sample of the national school population. The action research will involve the operation of demonstration centers in public schools at each level. Only 21 selected schools will be involved so that implementation of the overall conceptual model will be executed as fully as possible under local circumstances. Selected guidance specialists serving these schools will be given intensive training at summer workshops held at the University of California, Los Angeles. Beginning in 1964 they will devote about four hours a week to conducting group sessions with parents. The next year, group work with teachers will be added. Assessments of a wide spectrum of variables will be conducted as specified points throughout the study. (AO)

16 CG 000 237 ED 012 077
Shaw, Merville C. * Tuel, John K.
Guidance Research in Action, Group Counseling With Parents. (Guidance Research Project, Monograph 2).
Chico State College, California
Apr 65
MF-$0.45 HC-$13.24 331P.

Research Projects, *Group Counseling, Bibliographies, *Parents, Counselors, Educational Attitudes, Research Methodology, Students, Teachers, *Perception, *Family Environment, Community Attitudes, High Schools, Elementary Schools, Junior High Schools, *Counseling, Systems Approach, *Data Collection, Counselor Role, Models, Kuder Preference, Correlations, University of California

The second phase of a three-year study to define an objective for guidance services is primarily concerned with the inclusion of teachers in group counseling and the continued development of group counseling with parents. The 22 participating schools from six school districts in California and New Mexico included K-12 from all socio-economic levels. To facilitate both the research procedure and the data processing, ten data-collection instruments were developed, refined, and used with individuals, groups, and schools. A wide variety of data ranging from expression of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the specific major hypotheses regarding correlations of the perceptions of students, teachers, and parents concerning aptitudes, vocational interests, and student scholastic performance as well as the relationship of educational attitudes, community attitudes, and parental participation in the study. Eleven variables were considered in the hypotheses. One major hypothesis was concerned with the effects counseling with parents and teachers has on students. The preliminary findings, although primarily actuarial in nature and not complete, provide some indication that the group approach is feasible from both the point of view of the pupil personnel specialist and the degree of parent participation. (AO)

17 CG 000 242 ED 012 081
Rector, William * Shaw, Merville C.
Parent and Counselor Perceptions of their Participation in Group Counseling. (Guidance Research Project, Monograph No. 3).
Chico State College, California
Oct 66
MF-$0.09 HC-$2.00 50P.

*Perception, *Parent Reaction, *Group Counseling, *Counselors, Rapport, Interaction Process Analysis, Hostility, Tables (Data)

This study investigated the subjective perceptions of both counselors and counselees to a group counseling experience provided by the public schools for parents of children in the first, seventh, and ninth grades. These data were collected in five school districts from 41 counselors who had conducted a total of 120 parent counseling groups. An analysis of the data from the post-series reaction sheet for parents, the qualitative impressions of consultants, and the counselor reactions to specific groups concluded that both counselors and parents perceived their group counseling experiences positively. Length of participation in counseling groups was directly related to many of the responses. Although relatively few parents perceived changes in their children's behavior during counseling, those who did perceive behavior change participated in more group sessions. Rapport (best among elementary school groups), and general outcomes were perceived by counselors as increased by more group sessions. Counselors found their greatest problem to be structuring groups and facilitiating the group process. Nearly one-third of the counselors indicated that experience in individual counseling had a negative effect on their performance as group counselors. (AO)

18 CG 000 247 ED 012 085
Shaw, Merville C.
Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling. (Speech at the American Personnel and Guidance Association Convention, Dallas, Texas, March, 1967).
American Personnel and Guidance Assn., Washington, D. C.
Mar 67
MF-$0.09 HC-$0.72 18P.

*Group Counseling, Teacher Response, Counseling Effectiveness, Educational Research, Groups, School Psychologists, Speech Therapists, School Nurses, Speeches, Interprof. Res. Comm. on Pup. Pers. Svs.

This research examines the degree of congruence which exists between counselor and teacher perceptions of group counseling. Thirty counseling groups composed of teachers, school psychologists, school counselors, speech therapists, and nurses were formed, utilizing all individuals other than teachers as group leaders. Two series of group counseling sessions were conducted (fall and spring) in which the main theme was a discussion of issues and problems of teachers in their daily work. Reactions were obtained from only the teachers and counselors by a questionnaire following each series of group counseling sessions. Correlations of the data collected revealed that counselor perceptions of rapport paralleled the members' reactions to the helpfulness of the sessions. Other findings were (1) that counselors perceived positive outcomes only when there was little difference of opinion among group members about recommending group participation to their peers, (2) that teachers felt the group discussions had been helpful when the counselor felt no insistence using a lecture approach, and (3) that there is a relationship between counselor perceptions of the impact of group counseling on children and teacher feelings that the groups have been helpful. A high degree of congruence exists between counselors and teachers relative to their experiences in the groups. (RL)

19 CG 000 535 ED 012 483
Varenhorst, Barbara B.
How Students Use Values in Decision-Making. (Speech at the American Personnel and Guidance Association Convention, Washington, D. C., April 16, 1966).
American Personnel and Guidance Assn., Washington, D. C.
MF-$0.09 HC-$0.64 16P.

*High School Students, *Counseling, *Decision Making, Decision Making Skills, Counseling Goals, *Values, Personal Values, Social Values, Group Counseling, *Group Experience, Games, Research Opportunities, Life Career Game, Palo Alto, California

High school students are examining and internalizing values. Their fear of commitment to anything deviating from accepted values may hinder their clarification of personal goals and values. The decision making process should be an important part of the guidance program. Standard questionnaires do not provide information about specific factors which affect personal decisions. Such information is more effectively obtained through evaluation of spontaneous samples of students in a decision making situation. Related questions include: (1) whether only the mature, independent student can effectively examine subjective desires, (2) whether counselors should use students' affective reactions to alternatives as a basis for working with them, (3) whether the high school student is able to distinguish personal values from peer, community, or school values, and, if not, should the counselor work with the student toward clarifying and distinguishing the two, and (4) whether the limited life experience of the high school student also limits rational utilization of values in decision making. Experiences with group counseling, group experiences with a simulation life career game, group guidance sessions on decision making, and individual counseling which have helped students develop values and make decisions are described. Suggestions for further research are given. (PS)

ERIC PROJECT RESUMES

20 EP 010 495
Vance, Barbara J.
The Effect of Preschool Group Experience on Various Language and Social Skills in Disadvantaged Children.
Stanford University, Calif.
End Date July 15, 1967

*Disadvantaged Youth, *Group Experience, *Language Skills, *Preschool Education, *Social Development, California, Early Experience, Experimental Programs, Fremont, Illinois Test of Psycholinguistics Abilities (ITPA), Low Income Groups, Parent Participation, Peabody Picture Vocabulary Test (PPVT), Stanford, Teaching Techniques

A preschool education program will be conducted with disadvantaged children, four-year-olds (54) from low-income families will be randomly assigned to one of three treatment groups. These groups will be established according to two adjacent school census tracts in Fremont, California. They will consist of an experimental group, an active control group, and a passive control group for each census area. The 18 subjects assigned to each experimental group will receive a program concerned with specific behavioral goals in language and social development. Teaching techniques will emphasize positive reinforcement of desired behaviors, extinction of undesirable behaviors, and verbal modeling. Parent-teacher conferences will be conducted as one of the parental involvement activities. The subjects in the active control group will attend a similar experimental session during the last 5 days of the 6 month program. The passive control group will receive no preschool group experience. Subjects will be administered the Illinois Test of Psycholinguistic Abilities (ITPA), the Peabody Picture Vocabulary Test (PPVT), and several language subtests devised by the investigator. Statistical analysis will employ a 3x2 analysis of variance procedure. The variables will be sex and treatment. (RS)

21 EP 010 557
Chandler, B. J. Erickson, Frederick
A Comparative Study of Group Inquiry With Advantaged and Disadvantaged Students.
Northwestern Univ., Evanston, Ill.
End Date Aug 14, 1967

*After School Programs, *Comparative Analysis, *Demonstration Programs, *Disadvantaged Youth, *Group Dynamics, Evanston, Illinois

A demonstration program will be conducted with 20 groups of youths in an informal after-school program of small-group inquiry. These groups will consist of 10 Negro disadvantaged youths and 10 Negro and white advantaged youths. Meetings will be conducted at YMCA Centers throughout the city and will consist of 15 sessions of inquiry discussion and field trips. The group members will take on the role of social science field observers and determine their own directions and procedures. The groups will be led by a professional teacher who will receive orientation from the program investigator and staff. The program is expected to provide an overview of group inquiry among advantaged and disadvantaged learners, and to present a means of channeling the high interest of young people in the activities of youth subcultures into a productive experience. (RS)

22 EP 010 589
Krause, Victor C.
Assessment of Group Counseling Procedures on a Small College Campus.
Concordia Teachers Coll., River Forest, Ill.
End Date Nov 30, 1967

*College Students, *Counseling Programs, *Group Counseling, *Identification Tests, *Small Schools, Comparative Analysis, Counseling Services, Illinois, Individual Counseling, Program Evaluation, River Forest

A study will be made of a group counseling program and its effects on freshman students. In addition, an attempt will be made to find a means of identifying students who would benefit from the program. The project will involve 135 freshmen attending a small college. The design will include two experimental groups and a control group. The treatments for respective groups will be (1) group counseling, (2) no counseling, and (3) traditional individual counseling. (RS)

23 EP 010 709
Mann, Phillip H.
The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School.
Virginia Univ., Charlottesville
End Date Nov 15, 1967

*Behavior Problems, *Counseling Effectiveness, *Educable Mentally Handicapped, *Group Counseling, *Self Concept, Behavior Rating Scales, Charlottesville, Comparative Analysis, Males

The effect of extra classroom group counseling on the self-concept of mentally handicapped boys will be studied. Two groups of educable mentally handicapped will be selected at random from a population of boys who are considered to be behavior problems by teachers and administrators. The experimental group will receive 12 one-hour group counseling sessions. The control group will receive some other regular structured activity like library or study. Both groups will receive pretests and post-tests with two self-concept scales and one anxiety scale. Additional comparisons will be made on such variables as academic record, attendance record during the study, and conduct. (GD)

24 EP 010 079
Gladstein, Gerald A.
Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work.
University of Rochester, N. Y.
End Date Jan 31, 1967

*Community Involvement, *Counseling Services, *Group Counseling, *Guidance, *School-Community Relationship, Community Role, New York, Rochester

The efficacy of a small group of school and community workers to aid adolescents and their parents to deal with existing or to prevent future problems will be studied. This demonstration project will consist of two main phases--(1) the training phase and (2) the group work phase. During the training phase, the school counselors and clergy will be given instruction in small group leadership. During the group work phase, the school counselors and clergy will be coleaders to parent or adolescent groups. Descriptive data will be collected during both phases of the demonstration. Interpretations of the data will be made by determining the degree of overall satisfaction to the project by the various people involved. (GD)

CAPS RESUMES

26 CG 000 312
Irish, Grace
The Family: Laboratory For Human Behavior.
17P.

*Group Counseling, Family Influence, *Behavior Patterns, *Family Relationship, *Family Role

An effectively functioning family is one in which each member is able to exchange opinions, affection, views, and information. The member learns in the family to relate with ease to others and to accept himself. Family group consultation is a means of helping families to become more effective as the members relate better to each other. Other approaches to family counseling do not meet this criterion because they emphasize division of the family or ignore the importance of actual family interaction. The specific course of family group consultation as it ranges from information gathering to commitment and interaction of group members on suggested changes in behavior patterns is described. The final session of a group is used for summarizing the consultation process after eight or twelve weeks of meetings. A research test in 1965 on this family counseling method did not show statistically significant changes occurring among participants. There is other evidence that changes in family functioning do occur and that the method meets a distinct need of many families. Further evaluation of family group consultation is suggested. (NS)

27 CG 000 883
MacLennan, Beryce W.
The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents.
1967

*Adolescents, Cultural Disadvantagement, Social Disadvantagement, *Interpersonal Relationship, Personality Change, Self Concept, School Community Programs, *Self Help Programs, Intergroup Relations, Psychotherapy, *Group Therapy

The structural and dynamic implications of dealing with adolescent problems as a normal part of life, rather than in terms of pathology, include the aim of intervention, the effects of psychotherapy, the desire for intrapsychic change, the adolescent personality and problems, the person's perception of his role, the structure of the therapeutic relationship, and the perception of change as assistance in personal development. Self-development and group interaction effect change in these areas--improving the adolescent's self concept, his perception of reality and the options available to him, and his capacity to mobilize himself, take responsibility, and relate more positively to others. Group experiences reinforce each other with the emphasis on human relations. Personal development is enhanced through formal classes, family-life education groups, school psychology classes, management of the school itself, tutoring others, and improving the neighborhood climate. Integrated programs combine and adapt the social systems and individual psychotherapeutic approaches into a method for aiding general personal development in the context of the individual's life space. (WR)

28 CG 000 958
Webb, Allen P. Elkenbery, John
A Group Counseling Approach to the Acting-Out Preadolescent.
American Psychological Assn., Washington, D. C.
Oct 1964

Junior High School Students, Group Counseling, Aggression, Psychological Models

Working on the assumption that acting-out preadolescents have difficulties in identifying with significant adults in their family, a group counseling program was initiated to facilitate the resolution of this problem. Results indicated that students who had the group counseling experience were better able to accept school authority and showed greater congruence in their identification with parents and school authority. (JR) (This document appeared in Psychology in the Schools, Volume 1, Number 4, October 1964, Pp. 395-400).

29 CG 000 959
Hyman, Irwin Feder, Bud
Instituting Group Counseling in the Public School.
American Psychological Assn., Washington, D. C.
Oct 1964

Group Counseling, Interpersonal Relationship, Adults, Children, Techniques

Group counseling can be particularly effective for children who have difficulty communicating with adults because it capitalizes on the ease with which children relate to their peers. Basic characteristics of group counseling such as selection, group techniques, and program implementation are described. (JR) (This document appeared in Psychology in the Schools, Volume 1, Number 4, October 1964, Pp. 401-403).

30 CG 001 014
Pruitt, Dean G. Teger, Allan I.
Is There A Shift Toward Risk in Group Discussion, If So, Is It a Group Phenomenon, If So, What Causes It.

American Psychological Assn., Washington, D. C.
15 Aug 1967
38P.

*Research, *Decision Making, *Risk Taking, *Group Behavior, *Discussion Groups

Questions dealing with group risk taking are examined in terms of eight related research studies. Results show that group discussions of gambling items led to a shift toward greater risk in terms of both probability and variance dimensions. Thus, groups take more risks than individuals. However, with certain hypothetical items in the Wallach-Kogan List, a shift toward caution is in evidence. To replicate Bateson's (1966) and Flander's and Thistlethwaite's (1967) findings that familiarization with items being discussed leads to increased risk taking, four studies were undertaken. However, the previous findings were not substantiated. A value theory and two anxiety theories were investigated to discover if risky shift results from group discussion. Findings failed to support the "fear of social censure" theory and were largely neutral in regards to the diffusion of responsibility theory. Brown's value theory, however, was supported by the data. People were more conservative on the group of items that shifted toward risk and more risky on the group of items which shifted toward caution. This paper was presented at the American Psychological Association Convention, Washington, D. C., September, 1967.

31 CG 001 015
Rettig, Salomon and others
Group Responsibility, Affiliation, and Ethical Risk Taking.
American Psychological Assn., Washington, D. C.
Sep 1967
17P.

Males, College Students, *Risk Taking, Research, *Group Membership, *Ethical Values, *Responsibility, Decision Making, *Groups, Group Behavior, Chi Square

The combined effect of affiliation and group responsibility on ethical risk taking is examined. Subjects were 150 male college students randomly assigned to three levels of affiliation. The task consisted of tracing a line between two concentric circles without touching either circle. Subjects reported their own "successes" on the task, which was impossible. Group responsibility was varied by having two payoff types. For low responsibility, the subject was paid on the basis of his performance while for high responsibility, the subject was paid on the basis of his group's performance. Affiliation was varied by having the task performed in the presence of other group members or in isolation. Ethical risk taking was found to vary directly with affiliation when group responsibility was present, and inversely when it was not present. Group responsibility alone did not produce a significant effect. Sharing responsibility with known group members who are expected to collaborate yields high ethical risk taking. A one-year follow-up study of 52 subjects is discussed. This paper was delivered at the American Psychological Association Convention, Washington, D. C., September, 1967. (SK)

JOURNAL RESUMES

32. Bates, Marilyn, "Themes in Group Counseling with Adolescents." Personnel and Guidance Journal, Vol. 44, No. 6, February 1966, pp. 568-575.

A group of counselors met in seminar over a period of a year, evaluating tapes of their group counseling sessions. It was found, through analysis of these recordings, that certain themes could be identified which occurred and reoccurred in the context of group counseling with adolescents. These themes were entitled: "My Vices," "Outwitting the Adults," "Problem Parents," "My Brother, the Brat," "My Public Image," "Nobody Loves Me," and "Let's Change the Rules." Illustrative material, transcribed from the recordings, is presented with all identifying data removed. (Author)

33. Bonney, Warren C., "Pressures Toward Conformity in Group Counseling." Personnel and Guidance Journal, Vol. 43, No. 10, June 1965, pp. 970-973.

The applicability of principles of group dynamics to counseling groups is explored. Principles developed out of research on conforming behavior in small groups are used to interpret some of the common phenomena occuring in counseling groups as illustrative of the significance of group dynamics for the counselor and psychotherapist. The need is stressed for greater coordination and communication between the two disciplines - counseling and group dynamics. (Author)

34. Bonney, Warren C. and Foley, Walter J., "The Transition Stage in Group Counseling in Terms of Congruence Theory." Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 136-138.

The nature of the transition stage is described and a possible solution in terms of a theory of congruence, explained. Theories of group counseling do not provide for the resolution of the conflict associated with the transition stage. This critical point in the therapeutic process in defined as an incongruous situation. The incongruity involves a positive attitude toward the counselor and a negative attitude toward what the counselor expects of the client in the therapeutic relationship of group counseling. To establish congruity, the counselor communicates that personal problems should not be discussed in social groups but that the discussion of personal problems is not only acceptable but also therapeutically necessary in the normatively different context of the counseling situation. (Author)

35. Boy, Angelo V., Isaksen, Henry L. and Pine, Gerald J., "Multiple Counseling: A Catalyst for Individual Counseling." The School Counselor, Vol. 11, No. 1, October 1963, pp. 8-11.

Multiple counseling is defined. Group formation and the role of the counselor are discussed. The value of multiple counseling is considered. (PS)

36. Broedel, Hohn, Ohlsen, Merle, Proff, Fred and Southard, Charles, "The Effects of Group Counseling on Gifted Underachieving Adolescents." Journal of Counseling Psychology, Vol. 7, No. 3, 1960, pp. 163-170.

Four groups of underachieving ninth-graders were treated in small groups. All of the sessions were electrically recorded for the four groups; kinescopes were made of all 16 sessions for each of two groups. Growth of clients was evaluated in terms of grades earned, scores on an achievement test battery, responses to a Picture Story Test, and observations made by the clients, their parents, and the members of observer teams. No significant changes in the clients reported perceptions of their own behavior were revealed, but descriptions by others indicated that significant behavioral changes occured. (Author/PS)

37. Cahoon, D. D., "A Comparison of the Effectiveness of Verbal Reinforcement Applied in Group and Individual Interviews." Journal of Counseling Psychology, Vol. 12, No. 2, 1965, pp. 121-126.

Subjects (Ss) interviewed in group or individual interviews were reinforced during a sentence completion task for making responses judged to be "work oriented." Results indicated that experimental treatment was more effective than control treatment and that individual interviews were more effective than group interviews. No generalization of performance was found. A tabulation of "awareness" data revealed that Ss treated individually exhibited more "awareness" than Ss treated in a group. Interpretation of the results stressed that the findings may have implications concerning the relative effectiveness of group and individual interviewing in general, as well as for a better understanding of the verbal conditioning phenomenon. (Author)

38. Catron, David S., "Educational-Vocational Group Counseling: The Effects on Perception of Self and Others." Journal of Counseling Psychology, Vol. 13, No. 2, 1966, pp. 202-207.

Previous studies indicated changes in perception of self and others following brief educational-vocational (E-V) counseling. Similar changes were expected in E-V group counseling. Each of 13 small groups of normal high school students met for 14 E-V group counseling sessions with one of 13 pairs of co-counselors. Changes in perception of self and others were assessed for 46 matched pairs of Ss (counseled versus non-counseled) by pre- and postadministrations of a Q sort. Analysis revealed that perception of Self (S) changed significantly in the direction of "good" adjustment; where as no significant change occurred in the perception of Ideal Person (I) and Ordinary Persons (O). Congruence between Q sorts for S, I, and O did not differentiate between counseled and noncounseled groups. (Author)

39. Chance, Erika, "Group Psychotherapy in Community Mental Health Programs." American Journal of Orthopsychiatry, Vol. 37, No. 5, October 1967, pp. 920-925.

Certain changes occur in the practice of group psychotherapy within the broader setting of a community mental health program. Problems raised by changes in four areas are discussed: the increased range of techniques available in formulating treatment plans; the wider variety of settings in which treatment is offered; the wider range of patient populations served; and the wider variety of training among personnel undertaking the role of therapist. (Author)

40. Cleland, Robert S. and Carnes, G. Derwood, "Emotional vs. Ideational Emphasis During Group Counseling with Student Nurses." Journal of Counseling Psychology, Vol. 12, No. 3, 1965, pp. 282-286.

Four classes of psychiatric student nurses (98 persons) in matched groups participated in eight counseling sessions. Two psychologist leaders alternated roles, emphasizing either feelings or ideas. Control classes (45 persons) attended only patient groups. The purpose was to investigate differing effects of emotional or ideational emphasis on personal adjustment and learning. The Custodial Mental Illness Scale and the Self-disclosure Questionnaire were administered pre-post in addition to anonymous evaluations of groups experiences. Analysis of variance indicated that both experimental and control subjects decreased significantly (less than .05) in custodialism. Hypothesized differing effects for feelings, ideas and controls did not prove significant until the dimensions of confiding and involvement were introduced. The necessity for recognizing complex interactions in groups is discussed. (Author)

41. Clements, Barton E., "Transitional Adolescents, Anxiety, and Group Counseling." Personnel and Guidance Journal, Vol. 45, No. 1, September 1966, pp. 67-70.

One hundred-eighty college-bound high school seniors were studied to determine whether small group counseling would affect their anxiety level. Sixty students comprised the experimental group and 60 students each the two control groups. Six small group counseling sessions were conducted during the spring just prior to high school graduation and 6 more in the fall, following college enrollment. Comparison of anxiety-levels was made at the conclusion of each series of counseling sessions. The students of the experimental group showed significantly lower anxiety scores than did those of the control groups, both in the spring and in the fall. The conclusion was drawn that experience in small group counseling was followed by significantly lower levels of anxiety in transitional adolescents. (Author)

42. Cohn, Benjamin, Combs, Charles F., Gibian, Edward J., and Sniffen, A. Mead, "Group Counseling: An Orientation." Personnel and Guidance Journal, Vol. 42, No. 4, December 1963, pp. 355-358.

The limits and structure of the group counseling process are outlined. A definition of group counseling is developed. A professionally trained counselor who has had experience in counseling the individual must learn specialized skills for group counseling. Group counseling focuses upon the reflection and clarification of feelings and upon modification of attitudes. Group counseling emphasizes growth rather than cure. The advantages of group counseling are discussed. Characteristics of the effective group counselor are provided. Counselee characteristics are indicated. (PS)

43. Cohn, Benjamin and Sniffen, A. Mead, "A School Report on Group Counseling." Personnel and Guidance Journal, Vol. 41, No. 2, October 1962, pp. 133-138.

A group counseling project for underachieving seventh-grade boys who were demonstrating acting-out behaviors is described. The counselor role and main topics of the counseling session are described. A description of the characteristics of the boys, which was obtained from the sessions, is provided. Specific recommendations based on project results are provided. (PS)

44. Combs, Charles F., Cohn, Benjamin, Gibian, Edward J., and Sniffen, A. Mead, "Group Counseling: Applying the Technique." The School Counselor, Vol. 11, No. 1, October 1963, pp. 12-18.

This article is directed to counselors who wish to start a group counseling program. The advantages of group counseling are outlined. Student selection, group formation, proper group size, physical setting for group counseling, initiating counseling, and session length are discussed. General rules for group counseling, the type of atmosphere necessary, and the duration of a series of counseling sessions are considered. (PS)

45. Dickenson, Walter A. and Truax, Charles B., "Group Counseling with College Underachievers." Personnel and Guidance Journal, Vol. 45, No. 3, November 1966, pp. 243-247.

Some of the controversy concerning the efficacy of psychotherapy of counseling has been resolved by recent evidence that studies reporting no effects had indiscriminately lumped together the high and low therapeutic conditions that are associated with successful and unsuccessful outcomes. The present study extends these findings to a group of essentially neurotic underachieving college freshmen. The 24 experimental students who received group counseling showed greater improvement in grade-point average than 24 matched, non-counseled control subjects. Further, those counseled subjects who received the highest therapeutic conditions tended to show the greatest improvements. (Author)

46. Ford, Donald H., "Group and Individual Counseling in Modifying Behavior." Personnel and Guidance Journal, Vol. 40, No. 9, May 1962, pp. 770-773.

Behavior is dependent upon environmental stimulation. The counselor's problem is to elicit the particular behaviors he wishes to modify and apply behavior modifiers to those behaviors when they occur. Application of this theory to group counseling is explained. Examples of group counseling techniques used to explain test results and occupational literature are provided. (PS)

47. Foley, Walter J. and Bonney, Warren C., "A Developmental Model for Counseling Groups." Personnel and Guidance Journal, Vol. 44, No. 6, pp. 576-580.

Students taking a course in Group Guidance participated in group counseling as an adjunct experience to the course. The counseling sessions were tape recorded and later analyzed according to an affect-topic classification. This paper presents a theoretical discussion of the development of one of the counseling groups, and the results of the analysis of the recorded group sessions. (Author)

48. Gazda, George and Ohlsen, Merle, "The Effects of Short-Term Group Counseling on Prospective Counselors." Personnel and Guidance Journal, Vol. 39, No. 8, April 1961, pp. 634-638.

Sixty-eight prospective counselors enrolled in graduate school participated in a group counseling project which lasted seven weeks. Changes in the mental health of both the experimental and control groups were measured by the Picture Story Test, a Self Rating Inventory, a Behavior Rating Scale, and the results of Edward's Personal Preference Schedule. Results are discussed in terms of acceptance of self and others, stability of the self concept, social conflict, movement toward a model of adjustment, and manifest needs. A fourteen month follow-up was made of the group. A general discussion of results is provided. (PS)

49. Gilbreath, Stuart H., "Group Counseling with Male Underachieving College Volunteers." Personnel and Guidance Journal, Vol. 45, No. 5, January 1967, pp. 469-475.

The effects of two different methods of group counseling on those personality characteristics that typify the male academic underachiever and on grade-point average (GPA) were studied. Eight groups (N=81) of male underachievers who volunteered for counseling were equally divided between two counselors who each led two groups in the leader-structured (LS) method and two in the group-structured (GS) method. A like group served as a control. Men in the LS groups increased in ego strength when compared with those in the control group and had a significantly greater rate of positive change in GPA than men in either the GS or control groups. The GS groups' rate of change in GPA was also greater [illegible] Counseled men were more able to overtly express hostile feelings than controls. Three months following counseling the LS groups' rate of positive change in GPA was significantly greater than the controls' but not greater than the GS groups'. The results indicated that the LS method of group counseling does significantly affect both the personality characteristics and academic achievement of male college underachievers who volunteer for counseling. (Author)

50. Harrow, Martin, Astrachan, Boris M., Becker, Robert E., Detre, Thomas, and Schwartz, Arthur H., "An Investigation into the Nature of the Patient-Family Therapy Group." American Journal of Orthopsychiatry, Vol. 37, No. 5, October 1967, pp. 888-899.

Patient-family group therapy meetings (attended by a therapist, six patients, and their immediate family members) were assessed on 37 variables and compared with conventional group therapy meetings attended by the same therapist and patients. The data are discussed in terms of their implications concerning the nature of patient-family group therapy.

51. Hudgins, Bryce B. and Smith, Louis M., "Group Structure and Productivity in Problem-Solving." Journal of Educational Psychology, Vol. 57, No. 5, October 1966, pp. 287-296.

Four experiments were conducted in which elementary school children from middle and lower social classes solved arithmetic or social studies problems. General support was found for three hypotheses--(a) Group solutions to problems are not better than the independent solutions by the most able member of the group if he is perceived to be most able. (b) In arithmetic, when the able group member is not perceived as most able, the group will do better than the high-ability members. (c) There will be a shift in the group's perception of a low-status high-ability member if the group's scores are not better than the individual's. One of the most interesting and unanticipated findings occurred with the social studies task where the groups had lower scores than the high-ability member working along. (Author)

52. Jessell, John C. and Rothney, John W. M., "The Effectiveness of Parent-Counselor Conferences." Personnel and Guidance Journal, Vol. 44, No. 2, October 1965, pp. 142-146.

Reports of action taken by 95 sets of parents of high school seniors to assist their childrens' development that resulted directly from parent-counselor conferences were obtained and examined. The conferences had been held school. Parents' reports were compared with [illegible] high students by use of a parallel report forms in a manner that prevented previous discussion of the questions. The evidence from parents' and students' reports suggested that when counselors knew the students well enough to offer specific recommendations for parental consideration (especially about reading habits and planning for further education, and particularly to college-educated parents) they were most effective in stimulating action. (Author)

53. Kemp, C. Gratton, "Bases of Group Leadership." Personnel and Guidance Journal, Vol. 42, No. 8, April 1964, pp. 760-766.

The roles of three types of leadership in group counseling are discussed--authoritarian, democratic, and group centered. The evaluation techniques, principles of learning applied, material presentation, response mode, problem solving techniques, and training requirements of each of the three types of group leaders are discussed. (PS)

54. Kemp, C. Gratton, "Behaviors in Group Guidance (Socio-Process) and Group Counseling (Psyche Process)." Journal of Counseling Psychology, Vol. 10, No. 4, 1963, pp. 373-377.

Hypotheses are: (a) responses in group guidance will be superior (more in accord with its purposes) to those in group counseling; (b) responses in group counseling of open-minded will be superior to those of closed-minded. Criteria by Coffey were used in making comparisons. Subjects with scores on Dogmatism Scale Form E (Rokeach) of 120 and below, were considered "open," of 150 and above "Closed." Ninety graduate students participated for 15 class sessions in groups of six. Ratings were made by three adults and one student observer. Student leaders described process. Results of comparisons gave significant support to each hypothesis. Responses in group guidance were superior (more in accord with the purposes of the activity) in all groups. "Open" subjects recognized problems and made more progress in group counseling. (Author)

55. Krumboltz, John D. and Thoresen, Carl E., "The Effect of Behavioral Counseling in Group and Individual Settings on Information-Seeking Behavior." Journal of Counseling Psychology, Vol. 11, No. 4, 1964, pp. 324-333.

192 eleventh grade pupils were randomly assigned to individual and group counseling settings in which the following four procedures were used by the special counselors: (a) reinforcement of verbal information-seeking behavior, (b) presentation of a tape-recorded model interview followed by cussion as a control procedure and (d) inactive control. Findings: (a) Model-reinforcement and reinforcement counseling produced more external information-seeking behavior than control procedures. (b) With a male model, model-reinforcement counseling surpassed reinforcement counseling for males but not for females. (c) Group and individual settings were about equally effective on the average but interactions were found with counselor-schools, sex of subjects and treatments. (Author)

56. Laxer, R. M., Quarter, J. J., Isnor, Catherine, and Kennedy, D. R., "Counseling Small Groups of Behavior Problem Students in Junior High Schools." Journal of Counseling Psychology, Vol. 14, No. 5, 1967, pp. 454-457.

Three groups of junior high school conduct problem students received approximately 600 minutes of counseling over an 8 week period. Several personality and academic measures were observed before and after counseling. A comparison of the counseled and the noncounseled (control) groups revealed no significant differences for any of the variables. (Author)

57. Lott, Albert J. and Lott, Bernice E., "Group Cohesiveness and Individual Learning." Journal of Educational Psychology, Vol. 57, No. 2, 1966, pp. 61-73.

Using a learning-theory formulation it was predicted that individuals will perform better on learning tasks if they are in HiCo Groups (with highly liked others) rather than in LoCo groups (with less-liked others). Each of 206 fourth and fifth grade children, classed as high or low in IQ (California Test of Mental Maturity), was placed, on the basis of sociometric information, in a same-sex HiCo or LoCo group. Comparisons, made on two verbal learning tasks, retention and relearning, indicated that high-IQ children (especially girls) in HiCo groups did consistently better than those in LoCo groups. For low-IQ children cohesiveness made no reliable difference although those in LoCo groups tended to do slightly better. Other measures are congruent with the learning-task findings. Results are discussed in terms of drive and task complexity (competing responses). (Author)

58. Marx, Sanford H., Redding, James F. and Smith, Leonard J., "A Program of Group Counseling." Elementary School Guidance and Counseling, Vol. 2, No. 1, October 1967, pp. 33-43.

The incidence of emotional handicaps in elementary school children is Group counseling techniques, particularly free play, are preferred for children in this age group because of limited verbal ability. The selection of group leaders and of students for group counseling is discussed. Group establishment and phases of development within the group sessions are described. The role of the group counselor is outlined. Evaluation procedures are necessary to gain knowledge about program efficacy. (PS)

59. Mayer, G. Roy and Baker, Paul, "Group Counseling with Children: A Look at Group Size." Elementary School Guidance and Counseling, Vol. 1, No. 2, March 1967, pp. 140-143.

The studies and literature reviewed seem to indicate that the size of the counseling group must vary with the age or maturity level, or both, of the counselees. It appears that optimal group size for effective group counseling with elementary school children should probably not exceed five or six. Furthermore, in consideration of children's personal-social development, group size of less than five or six would seem more appropriate for younger or immature elementary school students. Clearly definitive data that describe the precise size for effective group work with specific age or maturity levels remains a challenge. (Author)

60. Neff, Walter S. and Helfand, Abraham, "A Q-Sort Instrument to Assess the Meaning of Work." Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 139-145.

An ipsative technique to study intra-individual changes in the meaning of work is developed. Following Stephenson, 60 Q-Sort statements about work were replicated, representing a Fisherian balanced design incorporating three main variables and their interactions. Empirical studies were carried through on the construct validity and internal consistency of the items. It was demonstrated that 5 vocational counselors share a common perception of the meaning of work, i.e., they tend to agree that work is perceived as highly gratifying and that needs other than the monetary need must be satisfied. Sixteen handicapped clients, divided into "successful" and "unsuccessful" rehabilitees, were shown to differ significantly in their conceptions of the meaning of work. It was concluded that the scale showed a promising degree of construct validity and internal consistency. (Author)

61. Nelson, Richard C., "Elementary School Counseling with Unstructured Play Media." Personnel and Guidance Journal, Vol. 45, No. 1, September 1966, pp. 24-27.

The need for utilizing unstructured play media in counseling [illegible] tary school children is discussed. The suggestion is made that through play activities the child learns ways of operating in social situations, tests various roles, and expresses his frustrations and concerns. Limiting the child to verbal expression in counseling is seen as being as inappropriate as limiting an adult to the use of puppets. The elementary school counselor's use of play in counseling is designed to facilitate the expression and communication of the normal child rather than to provide data for analytical purposes. Responses to verbal and nonverbal clues, therefore, include reflection and summarization more often than interpretation. Advantages of unstructured over structured materials are discussed; illustrations show the need children feel for amorphous materials in communicating feelings. (Author)

62. Ofman, William, "Evaluation of a Group Counseling Procedure."

Journal of Counseling Psychology, Vol. 11, No. 2, 1964, pp. 152-159.

In evaluating the effectiveness of a group counseling procedure five groups of 60 students each were compared. Results indicated that the groups, while comparable in ability, differed in initial gpa. As a function of counseling, the Experimental Group's gpa became comparable to the Baseline Group's, and significantly higher than the Control and Dropout Group's gpa. The Wait Group did not improve until after counseling. Gpas of the Control and Dropout Groups did not improve at all. Since this investigation stressed the control of relevant, baseline, temporal (criterion measures were taken over eight semesters), and critical motivational variables, it was concluded that the group counseling procedure described was effective in improving scholastic behavior. (Author)

63. Ohlsen, Merle M. and Johnson, Harold, "Group Counseling Evaluated by Blind Analysis of Projective Test Responses." Journal of Counseling Psychology, Vol. 9, No. 4, 1962, p. 359.

Clinicians appraised client growth by blind analysis of protocols from picture story tests. The clinicians were asked to decide which stories were written in pre-, post-, and follow-up testing to state explicitly the reasons for their judgments, and to indicate on a three-point scale the confidence with which they made each judgment. Negative results were obtained and reasons for this are considered. (PS)

64. Pearson, Richard E., "Group vs. 'Mass' Procedures - For What?" The School Counselor, Vol. 11, No. 2, November 1966, pp. 97-100.

Groups have characteristics which are valuable for the [illegible] characteristics are -- (1) the group situation, as an instrument of need satisfaction for group members, is able to elicit a great deal of commitment and involvement from them; (2) since the group members themselves share in the responsibility for determining the direction and goals for the group interaction, the group, as an agent of assistance, can be sensitive to the particular needs of its members; and (3) the group is able to exert powerful influence upon the attitudes of group members. (PS)

65. Rinn, John L., "Group Guidance: Two Processes." Personnel and Guidance Journal, Vol. 39, No. 7, March 1961, pp. 591-594.

Teachers and counselors learned about the concept of groups by becoming a group and clarifying its objectives. The role of the authoritarian group leader is contrasted with that of the permissive leader. These two roles are incompatible. Obstacles to the provision of a synthesis of the two roles are discussed. (PS)

66. Rothaus, Paul and Johnson, Dale L., "Group Participation Training for Psychiatric Patients." Journal of Counseling Psychology, Vol. 11, No. 3, 1964, pp. 230-239.

This study used 49 psychiatric patients to compare two role-playing techniques for changing typical behavior patterns. Active and passive patients were assigned group discussion roles either similar to their usual behavior (role repetition) or opposite their usual behavior (role reversal). Following group discussions, patients filled out rating and reaction scales. The following statistically significant results were obtained -- (a) During role repetition group discussions, patients exaggerate their typical behavior. (b) Passive patients have difficulty with role reversal, and active patients feel highly frustrated, yet role reversal is the more satisfying technique. (c) Passive patients can achieve high feelings of responsibility by asserting themselves only moderately. Discussion focuses on the advantages of role reversal, and the dynamics of passive patients. (Author)

67. Salzberg, Herman C., "Verbal Behavior in Group Psychotherapy With and Without a Therapist." Journal of Counseling Psychology, Vol. 14, No. 1, 1967, pp. 24-27.

The spontaneity and content of verbalizations in group psychotherapy with an active therapist present were compared to verbalizations when he was absent. Less problem-relevant responses were made in the therapist's absence although there was greater spontaneity on the part of group members. Over the course of leaderless group sessions, individual patients placed less emphasis on personal problems and became increasingly concerned with problems of other group members. Although there may be some validity to interspersing leaderless group sessions in group psychotherapy, it appeared that, with the typical Veterans Administration hospital population, leaderless group psychotherapy would tend to result in a disruption of communication with conversation becoming superficial and irrelevant and of questionable therapeutic value. (Author)

68. Shaw, Merville C. and Wursten, Rosemary, "Research on Group Procedures in Schools: A Review of the Literature." Personnel and Guidance Journal, Vol. XLIV, No. 1, September 1965, pp. 27-32.

An examination of the published research on group procedures in schools from 1953 through 1963. Such research is categorized as relating to

(a) group procedures with students, (b) group procedures with parents, and (c) group procedures with teachers. A rather liberal definition of the term "research" was necessary in order to develop this review. The problems of carrying out this kind of research and possible future directions for such research are explored. (Author)

69. Spielberger, Charles D., Weitz, Henry, and Denny, J. Peter, "Group Counseling and the Academic Performance of Anxious College Freshmen." Journal of Counseling Psychology, Vol. 9, No. 3, 1962, pp. 195-204.

College freshmen with high anxiety scores were invited to participate in counseling groups designed to help them make more effective adjustments to college life. Of the students who volunteered, half were seen weekly in group counseling sessions during their first semester; the other half served as a control group. Improvement in academic performance from mid-term to the end of the semester was the principal criterion of academic adjustment. Those anxious freshmen who regularly attended group counseling sessions showed more improvement in their academic performance than students who were not counseled or who did not regularly attend counseling. Although it was possible to isolate a personality pattern which relatively uniquely characterized the students who regularly attended the counseling sessions, participation in group counseling appeared to be the most likely explanation for the improvement in grades obtained by these students. (Author)

70. Tauber, Lewis E. and Isaacson, Lee E., "Group-Need Therapy--An Approach to Group Planning." Journal of Counseling Psychology, Vol. 8, No. 3, 1961, pp. 260-262.

Institutionalized mental patients were given the opportunity of expressing directly feelings and ideas about group therapy and its content, and suggesting areas to be covered in group therapy. The sample consisted of 24 male patients diagnosed as schizophrenic. Suggestions resulting from patient interviews are discussed. The information obtained from the study was used in group therapy sessions for a year. Specific job-related problems were formulated and discussed with the group. (PS)

71. Walker, Walter L. and Mitchell, Lonnie E., "Group Decision-Making in an Apprenticeship Program for Youth." American Journal of Orthopsychiatry, Vol. 37, No. 1, October 1967, pp. 101-106.

A description is made of the use of group process and decision-making as a means of preparing disadvantaged youth for aide positions in the human services. Incidents in the group's life are described to demonstrate the kinds of issues that were used to help the youths develop their "coping skills." (Author)

72. Wright, E. Wayne, "A Comparison of Individual and Multiple Counseling for Test Interpretation Interviews," Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 126-135.

The relative effectiveness of individual and multiple (group) counseling in test interpretation interviews was evaluated in terms of pre- and post- counseling measures on four criteria: (a) accuracy of self rating; (b) acquisition of information about tests; (c) feasibility of vocational choice; and (d) counselee satisfaction. The two experimental groups were also compared with a noncounseled control group, each group comprising a random sample of 100 university freshmen. Although no differences existed among the study groups at the outset of the study, post-counseling criteria measures showed significant gains by both experimental groups over the control. Relatively few post-counseling differences of any significance, however, were observed between the individual and multiple-counseled. The results of the study supported the use of multiple counseling as an effective approach for disseminating and interpreting test information. (Author)

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SUBJECT INDEX

ANXIETY

(41) Transitional Adolescents, Anxiety, and Group Counseling
(69) Group Counseling and the Academic Performance of Anxious College Freshmen

AUTHORITY AND PRESTIGE STRUCTURE

(79) Behavior in Groups as a Function of Self-Interaction, and Task Orientation
(100) The Study of Role Conflict: Exploration in Methodology
(150) The Evolution of Leadership Structure

BALANCE, DISSONANCE, EQUILIBRIUM

(74) Communicator Credibility and Communication Discrepancy as Determinants of Opinion Change
(77) Resistance to Change in the Self-Concept as a Function of Consensus Among Significant Others
(92) Dissonance Reduction, Social Comparison, and Modification of Others' Opinions
(95) Interpersonal Attraction and Attitude Similarity
(102) On Resistance to Persuasive Communications
(103) The Leader's Psychological Distance and Group Effectiveness
(111) Compliance and Attitude Change Under Conditions of Differential Social Reinforcement
(126) Perceived Acceptance as a Determinant of Conformity Behavior
(128) Experimental Development of "Like" and "Dislike" of Others Among Adolescent Girls
(145) Social Reinforcement in Attitude Change
(161) Role Enactment, Audience Feedback, and Attitude Change
(174) A Test of the Proposition: We Want to be Esteemed Most by Those We Esteem Most Highly

BEHAVIOR PROBLEMS

(10) Group Work with AFDC Mothers and Their Daughters
(23) The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School
(43) A School Report on Group Counseling
(56) Counseling Small Groups of Behavior Problem Students in Junior High Schools

CLINICAL AND ABNORMAL

(39) Group Psychotherapy in Community Mental Health Programs
(66) Group Participation Training for Psychiatric Patients
(67) Verbal Behavior in Group Psychotherapy With and Without a Therapist
(70) Group-Need Therapy - An Approach to Group Planning
(134) Group Therapy of Phobic Disorders by Systematic Desensitization
(142) The Group in Social Work With the Aged
(163) Interpersonal Communication, Group Solidarity, and Social Influence
(172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy

COGNITIVE CLARITY

(92) Dissonance Reduction, Social Comparison, and Modification of Others' Opinions
(131) Attraction to the Group and Conformity to Group Norms
(175) The Process of Cognitive Tuning in Communication

COHESIVENESS

(57) Group Cohesiveness and Individual Learning
(104) Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups
(116) Group Morale and Competence of the Leader
(131) Attraction to the Group and Conformity to Group Norms
(132) Situational Determinants of Leadership Structure
(152) Threat, Attraction to Group, and Need for Strong Leadership
(155) Interpersonal Relations and Group Productivity
(163) Interpersonal Communication, Group Solidarity, and Social Influence
(166) Status Consensus, Leadership, and Satisfaction With the Group
(170) Effects of Group Size
(176) Unity of Groups, Identification With Groups, and Self-Esteem of Members

COHESION (DEVELOPMENT)

(82) Homeostasis Theory of Groups - Implications for Leadership
(86) Patterns of Choice in Interpersonal Relations
(141) Group Cohesiveness: A Learning Phenomenon

COLLEGE STUDENTS

(22) Assessment of Group Counseling Procedures on a Small College Campus
(31) Group Responsibility, Affiliation, and Ethical Risk Taking
(40) Emotional vs. Ideational Emphasis During Group Counseling with Student Nurses
(45) Group Counseling with College Underachievers
(49) Group Counseling with Male Underachieving College Volunteers
(54) Behaviors in Group Guidance (Socio Process) and Group Counseling (Psyche Process)
(69) Group Counseling and the Academic Performance of Anxious College Freshmen
(72) A Comparison of Individual and Multiple Counseling for Test Interpretation Interviews

CONFLICT AND AGGRESSION

(87) Authoritarianism and Intolerance of Nonconformists
(100) The Study of Role Conflict: Explorations in Methodology
(133) Arbitrariness of Frustration and Aggression
(165) Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group

COUNSELING

(5) Counseling Children in Groups
(6) Group Guidance in the Elementary School
(8) Counseling, Instructional Programs for Intellectually Gifted Students
(12) Research/ Family Group Consultation and the School Counselor
(13) The Teleoanalytic Approach to Group Counseling
(14) Interpersonal Attitudes of Adolescents, Interim Report
(16) Guidance Research in Action, Group Counseling with Parents
(17) Parent and Counselor Perceptions of Their Participation in Group Counseling
(18) Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling
(19) How Students Use Values in Decision-Making
(22) Assessment of Group Counseling Procedures on a Small College Campus
(23) The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School
(24) Role of School Counselors and Clergymen in Helping Parents

COUNSELING

and Adolescents Achieve Educational Goals Through Group Work
(26) The Family: Laboratory for Human Behavior
(28) A Group Counseling Approach to the Acting-Out Pre-adolescent
(29) Instituting Group Counseling in the Public School
(32) Themes in Group Counseling with Adolescents
(33) Pressures Toward Conformity in Group Counseling
(34) The Transition Stage in Group Counseling in Terms of Congruence Theory
(35) Multiple Counseling: A Catalyst for Individual Counseling
(36) The Effects of Group Counseling on Gifted Underachieving Adolescents
(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others
(40) Emotional vs. Ideational Emphasis During Group Counseling with Student Nurses
(41) Transitional Adolescents, Anxiety, and Group Counseling
(42) Group Counseling: An Orientation
(44) Group Counseling: Applying the Technique
(45) Group Counseling with College Underachievers
(46) Group and Individual Counseling in Modifying Behavior
(47) A Developmental Model for Counseling Groups
(48) The Effects of Short-Term Group Counseling on Prospective Counselors
(49) Group Counseling with Male Underachieving College Volunteers
(54) Behaviors in Group Guidance (Socio Process) and Group Counseling (Psyche Process)
(53) Bases of Group Leadership
(55) The Effect of Behavioral Counseling in Group and Individual Setting on Information-Seeking Behavior
(56) Counseling Small Groups of Behavior Problem Students in Junior High Schools
(58) A Program of Group Counseling
(59) Group Counseling with Children: A Look at Group Size
(62) Evaluation of a Group Counseling Procedure
(63) Group Counseling Evaluated by Blind Analysis of Projective Test at Responses
(69) Group Counseling and the Academic Performance of Anxious College Freshmen
(72) A Comparison of Individual and Multiple Counseling for Test Interpretation Interviews

COUNSELOR ROLE (IN GROUP WORK)

(15) A Proposed Model and Research Design for Pupil Personnel

COUNSELOR ROLE (IN GROUP WORK)

Services in the Public Schools
(16) Guidance Research in Action, Group Counseling with Parents
(24) Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work
(35) Multiple Counseling: A Catalyst for Individual Counseling
(37) A Comparison of the Effectiveness of Verbal Reinforcement Applied in Group and Individual Interviews
(42) Group Counseling: An Orientation
(44) Group Counseling: Applying the Technique
(52) The Effectiveness of Parent-Counselor Conferences
(58) A Program of Group Counseling
(67) Verbal Behavior in Group Psychotherapy With and Without a Therapist

DECISION MAKING

(4) An Experiment in Teaching Decision-Making
(19) How Students Use Values in Decision-Making
(30) Is There a Shift Toward Risk in Group Discussion, If So, Is It a Group Phenomenon, If So, What Causes It
(31) Group Responsibility, Affiliation, and Ethical Risk Taking
(71) Group Decision-Making is an Apprenticeship Program for Youth

DEVELOPMENTAL FACTORS (INTERGROUP TENSION AND CONFLICT)

(84) Preparation, Process, and Product in Small Group Interaction
(121) Use of the Simulated Group Technique with Children
(122) Experimental Variables Affecting the Conformity Behavior of Children
(128) Experimental Development of "Like" and "Dislike" of Others Among Adolescent Girls
(139) A Category System for Coding Interpersonal Behavior as Social Exchange
(172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy

DISADVANTAGED

(20) The Effect of Preschool Group Experience on Various Language and Social Skills in Disadvantaged Children

DISADVANTAGED

(21) A Comparative Study of Group Inquiry with Advantaged and Disadvantaged Students
(71) Group Decision-Making in an Apprenticeship Program for Youth

EDUCATIONAL PLANNING

(4) An Experiment in Teaching Decision-Making
(24) Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work
(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others

ELEMENTARY SCHOOL STUDENT

(5) Counseling Children in Groups
(6) Group Guidance in the Elementary School
(10) Group Work with AFDC Mothers and Their Daughters
(13) The Teleoanalytic Approach to Group Counseling
(29) Instituting Group Counseling in the Public School
(51) Group Structure and Productivity in Problem-Solving
(57) Group Cohesiveness and Individual Learning
(58) A Program of Group Counseling
(59) Group Counseling with Children: A Look at Group Size
(61) Elementary School Counseling with Unstructured Play Media
(68) Research on Group Procedures in Schools: A Review of the Literature

FAMILY

(10) Group Work with AFDC Mothers and Their Daughters
(12) Research/ Family Group Consultation and the School Counselor
(16) Guidance Research in Action, Group Counseling with Parents
(26) The Family: Laboratory for Human Behavior
(50) An Investigation into the Nature of the Patient-Family Therapy Group
(139) A Category System for Coding Interpersonal Behavior

GENERAL HISTORY -THEORY

(48) The Effects of Short-Term Group Counseling on Prospective Counselors
(73) Theory Building and Models in Small Group Research
(77) Resistance to Change in the Self-Concept as a Function of Consensus Among Significant Others
(114) Dimensions of Leadership
(141) Group Cohesiveness: A Learning Phenomenon
(162) Group Process in Group Psychotherapy: Current Trends in the Integration of Individual and Group Psychology

GIFTED

(8) Counseling, Instructional Programs for Intellectually Gifted Students
(34) The Transition Stage in Group Counseling in Terms of Congruence Theory

GOVERNMENT AND LAW

(93) Group Effectiveness, Coercion, Change, and Coalescence Among Delinquents Compared to Non-Delinquents
(100) The Study of Role Conflict: Explorations in Methodology

GROUP GOALS AND LOCOMOTION

(13) The Teleoanalytic Approach to Group Counseling
(19) How Students Use Values in Decision-Making
(86) Patterns of Choice in Interpersonal Relations
(113) Leader Indulgence and Group Performance
(135) Experimental Arousal of Achievement Motivation in Adolescent Girls
(166) Status Consensus, Leadership, and Satisfaction with the Group
(176) Unity of Groups, Identification with Groups, and Self-Esteem of Members

GROUP MEMBERSHIP

(5) Counseling Children in Groups
(7) A Study of Small Group Dynamics and Productivity in the BSCS Laboratory Block Program
(31) Group Responsibility, Affiliation, and Ethical Risk Taking

GROUP PRESSURE AND STANDARDS

(75) Group Reinforcement of Individual Response Experiments in Verbal Behavior
(76) Power, Influence and Pattern of Communication
(78) Conformity, Deviation, and a General Theory of Interpersonal Behavior
(80) Ordinal Position and Conformity
(81) Individual Predispositions and External Pressure: A Note on Determinants of Attitudes
(83) The Effects of Creativity, Norm Distance, and Instructions on Social Influence
(85) Conformity, Resistance and Conversion
(90) Socio-Psychological Problems of Leadership
(93) Group Effectiveness, Coercion, Change, and Coalescence Among Delinquents Compared to Non-Delinquents
(100) The Study of Role Conflict: Explorations in Methodology
(105) A Formal Theory of Social Power
(115) Differentiation of Roles in Task-Oriented Groups
(117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation
(118) Competence and Conformity in the Acceptance of Influence
(121) Use of the Simulated Group Technique with Children
(122) Experimental Variables Affecting the Conformity Behavior of Children
(126) Perceived Acceptance as a Determinant of Conformity Behavior
(127) Conformity of Judgment in a Group Situation
(129) Processes of Opinion Change
(131) Attraction to the Group and Conformity to Group Norms
(136) Studies in Conformity Behavior: A Methodological Note
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(158) Change of Attitudes as a Function of Size of Discussion Groups
(159) Operant Conditioning in a Quasi-Therapy Setting
(160) Group Size, Prior Experience, and Conformity
(163) Interpersonal Communication, Group Solidarity, and Social Influence
(164) The Reinforcement of Disagreement in a Small Group
(168) Conformity Under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval
(170) Effects of Group Size
(171) The Influence Upon Judgement of the Apparant Discrepancy Between Self and Others
(173) Emotional Arousal and Attitude Change

GROUP PRESSURE AND STANDARDS

(175) The Process of Cognitive Tuning in Communication
(176) Unity of Groups, Identification with Groups, and Self-Esteem of Members

GROUP SIZE

(44) Group Counseling: Applying the Technique
(59) Group Counseling with Children: A Look at Group Size
(88) A Note on the Consistency of Subject Behavior in Interaction Process Analysis
(112) The Small Group: An Analysis of Research Concepts and Operation
(158) Change of Attitudes as a Function of Size of Discussion Groups
(160) Group Size, Prior Experience, and Conformity
(167) The Wit in Large and Small Established Groups
(170) Effects of Group Size

GROUP PRESSURE AND STANDARDS (SOCIAL BASIS OF SELF-EVALUATION)

(77) Resistance to Change in the Self-Concept as a Function of Consensus Among Significant Others
(79) Behavior in Groups as a Function of Self-Interaction, and Task Orientation
(99) The Effect of Group Participation on Brainstorming Effectiveness for Two Industrial Samples
(123) The Effect of Positive and Negative Self-Evaluation on the Attractiveness of a Goal
(145) Social Reinforcement in Attitude Change
(147) The Effect of Role-Playing Experience on Role-Playing Ability

GROUP STRUCTURE COMMUNICATION

(6) Interpersonal Communication Behavior--A Normative Data Study
(89) Some Formal Properties of Groups
(97) Changing Small Group Communication Networks
(109) Techniques for the Study of Group Structure and Behavior: II. Empirical Studies of the Effects of Structure in Small Groups
(119) Seating Arrangement and Leadership Emergence
(130) The Stability of Group Verbal Behavior
(150) The Evolution of Leadership Structure
(151) Communication Structure, Decision Structure and Group Performance

GROUP STRUCTURE COMMUNICATION

(166) Status Consensus, Leadership, and Satisfaction with the Group
(169) Assessing Emerging Leadership Behavior in Small Discussion Groups

GROUP STRUCTURE AND SOCIAL ROLE

(6) Group Guidance in the Elementary School
(14) Interpersonal Attitudes of Adolescents, Interim Report
(51) Group Structure and Productivity in Problem-Solving
(82) Homeostasis Theory of Groups--Implications for Leadership
(88) A Note on the Consistency of Subject Behavior in Interaction Process Analysis
(132) Situational Determinants of Leadership Structure
(147) The Effect of Role-Playing Experience on Role Playing Ability
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(161) Role Enactment, Audience Feedback, and Attitude Change

GROUP STRUCTURE AND SOCIOMETRY

(1) Relationship Between High School Group Structures and the Development of Orientations Toward Public Affairs
(2) Reference Group Orientation and Teacher Attitude Toward School District Reorganization
(86) Patterns of Choice in Interpersonal Relations
(117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation
(119) Seating Arrangement and Leadership Emergence
(120) Effects of Group Experience on Individual Problem Solving
(155) Interpersonal Relations and Group Productivity

GROUP AND PROBLEM SOLVING

(53) Bases of Group Leadership
(96) Sex Differences in Small Group Performance
(97) Changing Small Group Communication Networks
(113) Leader Indulgence and Group Performance
(115) Differentiation of Roles in Task-Oriented Groups
(142) The Group in Social Work with the Aged
(156) Task Ability and Effective Leadership
(170) Effects of Group Size
(176) Unity of Groups, Identification with Groups, and Self-Esteem of Members

GUIDANCE

(4) An Experiment in Teaching Decision-Making
(6) Group Guidance in the Elementary School
(9) Preparation for Successful Adult Life
(15) A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools
(30) Is There a Shift Toward Risk in Group Discussion, If So, Is It A Group Phenomenon, If So, What Causes It
(54) Behaviors in Group Guidance (Socio Process) and Group Counseling (Psyche Process)
(64) Group vs. Mass Procedures - For What
(65) Group Guidance: Two Processes

HIGH SCHOOL STUDENTS

(1) Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs
(7) A Study of Small Group Dynamics and Productivity in the BSCS Laboratory Block Program
(9) Preparation for Successful Adult Life
(14) Interpersonal Attitudes of Adolescents, Interim Report
(19) How Students Use Values in Decision-Making
(24) Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work
(27) The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents
(32) Themes in Group Counseling with Adolescents
(36) The Effects of Group Counseling on Gifted Underachieving Adolescents
(41) Transitional Adolescents, Anxiety, and Group Counseling
(47) A Developmental Model for Counseling Groups
(55) The Effect of Behavioral Counseling in Group and Individual Setting on Information-Seeking Behavior
(62) Evaluation of a Group Counseling Procedure
(68) Research on Group Procedures in Schools: A Review of the Literature

HOSPITAL ORGANIZATION (MEDICAL)

(39) Group Psychotherapy in Community Mental Health Programs
(66) Group Participation Training for Psychiatric Patients
(67) Verbal Behavior in Group Psychotherapy With and Without a Therapist
(70) Group-Need Therapy - An Approach to Group Planning

(130) The Stability of Group Verbal Behavior
(142) The Group in Social Work with the Aged
(163) Interpersonal Communications, Group Solidarity, and Social Influence
(172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy

INDIVIDUAL AND GROUP GOALS (COOPERATION AND COMPETITION)

(13) The Teleoanalytic Approach to Group Counseling
(82) Homeostasis Theory of Groups--Implications for Leadership
(132) Situational Determinants of Leadership
(142) The Group in Social Work with the Aged

INTERGROUP TENSION AND CONFLICT

(79) Behavior in Groups as a Function of Self-Interaction, and Task Orientation
(87) Authoritarianism and Intolerance of Nonconformists
(98) The Effects of Need-Oriented Communications on Attitude Change
(110) Some Conditions Under Which Groups Operate and How This Affects Their Performance
(112) The Small Group: An Analysis of Research Concepts and Operation
(113) Leader Indulgence and Group Performance
(117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation
(124) Personality Similarity, Positive Affect, and Interpersonal Attraction
(135) Experimental Arousal of Achievement Motivation in Adolescent Girls
(140) An Interpersonal Behavior Circle
(143) On a Theory of the Role as Leader
(148) The Relative Effectiveness of Role Playing and Task Oriented Group Experience in Producing Personality and Behavior Change
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(150) The Evolution of Leadership Structure
(154) A Study of Attitudes and Leader Behavior
(159) Operant Conditioning in a Quasi-Therapy Setting
(167) The Wit in Large and Small Established Groups
(168) Conformity Under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval
(171) The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others

INTERPERSONAL ATTRACTION

(80) Ordinal Position and Conformity
(95) Interpersonal Attraction and Attitude Similarity
(113) Leader Indulgence and Group Performance
(124) Personality Similarity, Positive Affect, and Interpersonal Attraction
(126) Perceived Acceptance as a Determinant of Conformity Behavior
(128) Experimental Development of "Like" and "Dislike" of Others Among Adolescent Girls
(131) Attraction to the Group and Conformity to Group Norms
(133) Arbitrariness of Frustration and Aggression
(139) A Category System for Coding Interpersonal Behavior as Social Exchange
(145) Social Reinforcement in Attitude Change
(152) Threat, Attraction to Groups, and Need for Strong Leadership

INTERPERSONAL COMMUNICATION (CONTENT)

(61) Elementary School Counseling With Unstructured Play Media
(86) Patterns of Choice in Interpersonal Relations
(88) A Note on the Consistency of Subject Behavior in Interaction Process Analysis
(89) Some Formal Properties of Groups
(97) Changing Small Group Communication Networks
(98) The Effects of Need-Oriented Communications on Attitude Change
(119) Seating Arrangement and Leadership Emergence
(130) The Stability of Group Verbal Behavior
(139) A Category System for Coding Interpersonal Behavior as Social Exchange
(144) Communication, Group Atmosphere, Productivity, and Morale in Small Task Groups
(145) Social Reinforcement in Attitude Change
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(153) Behavioral Research and Intergroup Communication
(164) The Reinforcement of Disagreement in a Small Group
(165) Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group
(169) Assessing Emerging Leadership Behavior in Small Discussion Groups
(175) The Process of Cognitive Tuning in Communication

INTERPERSONAL RELATIONSHIP

(3) Interpersonal Communication Behavior--A Normative Data Study
(14) Interpersonal Attitudes of Adolescents, Interim Report
(27) The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents
(29) Instituting Group Counseling in the Public School
(34) The Transition Stage in Group Counseling in Terms of Congruence Theory

JR. HIGH STUDENT

(28) A Group Counseling Approach to the Acting-Out Preadolescent
(56) Counseling Small Groups of Behavior Problem Students in Junior High Schools

LEADERSHIP

(53) Bases of Group Leadership
(65) Group Guidance: Two Processes
(76) Power, Influence and Pattern of Communication
(79) Behavior in Groups as a Function of Self-Interactions, and Task Orientation
(90) Socio-Psychological Problems of Leadership
(103) The Leader's Psychological Distance and Group Effectiveness
(104) Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups
(110) Some Conditions Under Which Groups Operate and How This Affects Their Performance
(113) Leader Indulgence and Group Performance
(114) Dimensions of Leadership
(115) Differentiation of Roles in Task-Oriented Groups
(116) Group Morale and Competence of the Leader
(118) Competence and Conformity in the Acceptance of Influence
(119) Seating Arrangement and Leadership Emergence
(135) Experimental Arousal of Achievement Motivation in Adolescent Girls
(143) On a Theory of the Role as Leader
(147) The Effect of Role-Playing Experience on Role-Playing Ability
(149) A Review of the Relationships Between Personality and Performance in Small Groups

LEADERSHIP

(150) The Evolution of Leadership Structure
(152) Threat, Attraction to Group, and Need for Strong Leadership
(154) A Study of Attitudes and Leader Behavior
(165) Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group
(166) Status Consensus, Leadership, and Satisfaction with the Group
(169) Assessing Emerging Leadership Behavior in Small Discussion Groups

LEARNING THEORY

(57) Group Cohesiveness and Individual Learning
(75) Group Reinforcement of Individual Response Experiments in Verbal Behavior
(111) Compliance and Attitude Change Under Conditions of Differential Social Reinforcement
(116) Group Morale and Competence of the Leader
(141) Group Cohesiveness: A Learning Phenomenon
(150) The Evolution of Leadership Structure
(161) Role Enactment, Audience Feedback, and Attitude Change

MATHEMATICAL MODELS AND STATISTICS

(76) Power, Influence and Pattern of Communication
(105) A Formal Theory of Social Power

MENTALLY HANDICAPPED

(23) The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School

OBSERVATION AND RATINGS

(3) Interpersonal Communication Behavior--A Normative Data Study
(11) Balancing in Group Decision Making
(139) A Category System for Coding Interpersonal Behavior
(140) An Interpersonal Behavior Circle
(169) Assessing Emerging Leadership Behavior in Small Discussion Groups

OCCUPATIONAL CHOICE

(4) An Experiment in Teaching Decision-Making
(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others

ORGANIZATIONAL CHANGE

(2) Reference Group Orientation and Teacher Attitude Toward School District Reorganization

PARENTS

(10) Group Work with AFDC Mothers and Their Daughters
(13) The Teleoanalytic Approach to Group Counseling
(16) Guidance Research in Action, Group Counseling with Parents
(17) Parents and Counselor Perceptions of Their Participation in Group Counseling
(18) Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling
(24) Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work
(52) The Effectiveness of Parent-Counselor Conferences

PERSONS' PERCEPTIONS

(16) Guidance Research in Action, Group Counseling with Parents
(17) Parent and Counselor Perceptions of Their Participation in Group Counseling
(18) Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling
(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others
(91) Dynamics and Mutual Influence of Attitudes
(94) Changes in Perception of Self and Others During Human Relations Training
(147) The Effect of Role-Playing Experience on Role-Playing Ability
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(155) Interpersonal Relations and Group Productivity
(174) A Test of the Proposition: We Want to be Esteemed Most by Those We Esteem Most Highly

GPO 807-746-6

PRODUCTIVITY

(99) The Effect of Group Participation on Brainstorming Effectiveness for Two Industrial Samples
(120) Effects of Group Experience on Individual Problem Solving

PROGRAM DEVELOPMENT

(8) Counseling, Instructional Program for Intellectually Gifted Students
(21) A Comparative Study of Group Inquiry with Advantaged and Disadvantaged Students
(22) Assessment of Group Counseling Procedures on a Small College Campus
(39) Group Psychotherapy in Community Mental Health Programs
(44) Group Counseling: Applying the Technique
(58) A Program of Group Counseling

PROGRAM EVALUATION

(12) Research/Family Group Consultation and the School Counselor

QUESTIONNAIRES, TESTS AND INTERVIEWING

(1) Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs
(2) Reference Group Orientation and Teacher Attitude Toward School District Reorganization
(11) Balancing in Group Decision Making
(12) Research/Family Group Consultation and the School Counselor
(22) Assessment of Group Counseling Procedures on a Small College Campus
(36) The Effects of Group Counseling on Gifted Underachieving Adolescents
(40) Emotional vs. Ideational Emphasis During Group Counseling with Student Nurses
(48) The Effects of Short-Term Group Counseling on Prospective Counselors
(54) Behaviors in Group Guidance (Socio Process) and Group Counseling (Psyche Process)
(57) Group Cohesiveness and Individual Learning
(60) A Q-Sort Instrument to Assess the Meaning of Work
(63) Group Counseling Evaluated by Blind Analysis of Projective Test Responses
(157) The Criterion in Counseling: A Group Participation Scale

REINFORCEMENT

(37) A Comparison of the Effectiveness of Verbal Reinforcement Applied in Group and Individual Interviews
(46) Group and Individual Counseling in Modifying Behavior
(55) The Effect of Behavioral Counseling in Group and Individual Settings on Information-Seeking Behavior

RESEARCH

(12) Research/Family Group Consultation and the School Counselor
(30) Is There a Shift Toward Risk in Group Discussion, If So, Is It a Group Phenomenon, If So, What Causes It
(31) Group Responsibility, Affiliation, and Ethical Risk-Taking
(68) Research on Group Procedures in Schools: A Review of the Literature
(136) Studies in Conformity Behavior: A Methodological Note
(140) An Interpersonal Behavior Circle
(157) The Criterion in Counseling: A Group Participation Scale
(169) Assessing Emerging Leadership Behavior in Small Discussions Groups

REVIEWS

(68) Research on Group Procedures in Schools: A Review of The Literature
(109) Techniques for the Study of Group Structure and Behavior: II. Empirical Studies of the Effects of Structure in Small Groups
(112) The Small Group: An Analysis of Research Concepts and Operation
(149) A Review of the Relationships Between Personality and Performance in Small Groups
(170) Effects of Group Size

ROLE CONFLICT

(1) Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs

ROLE PLAYING

(5) Counseling Children in Groups

SELF-CONCEPT

(6) Group Guidance in the Elementary School
(9) Preparation for Successful Adult Life
(12) Research/ Family Group Consultation and the School Counselor
(14) Interpersonal Attitudes of Adolescents, Interim Report
(23) The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School
(27) The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents
(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others
(40) Emotional vs. Ideational Emphasis During Group Counseling with Student Nurses
(48) The Effects of Short-Term Group Counseling on Prospective Counselors
(63) Group Counseling Evaluated by Blind Analysis of Projective Test Responses

SEX-EDUCATION

(9) Preparation for Successful Adult Life

SOCIAL POWER-COERCIVE

(90) Socio-Psychological Problems of Leadership
(93) Group Effectiveness, Coercion, Change, and Coalescence among Delinquents Compared to Non-Delinquents
(100) The Study of Role Conflict: Explorations in Methodology
(129) Processes of Opinion Change
(131) Attraction to the Group and Conformity to Group Norms
(159) Operant Conditioning in a Quasi-Therapy Setting
(161) Role Enactment, Audience Feedback, and Attitude Change
(168) Conformity Under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval
(172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy

SOCIAL POWER - EXPERT

(74) Communicator Credibility and Communication Discrepancy as Determinants of Opinion Change
(90) Socio-Psychological Problems of Leadership

SOCIAL POWER - EXPERT

(113) Leader Indulgence and Group Performance
(118) Competence and Conformity in the Acceptance of Influence
(121) Use of the Simulated Group Technique with Children
(129) Processes of Opinion Change
(156) Task Ability and Effective Leadership
(158) Change of Attitudes as a Function of Size of Discussion Groups
(160) Group Size, Prior Experience, and Conformity
(165) Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group
(171) The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others

SOCIAL POWER - INFORMATIONAL

(90) Socio-Psychological Problems of Leadership
(92) Dissonance Reducation, Social Comparison, and Modification of Others' Opinions
(102) On Resistance to Persuasive Communications
(110) Some Conditions Under Which Groups Operate and How This Affects Their Performance
(111) Compliance and Attitude Change Under Conditions of Differential Social Reinforcement
(117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation
(127) Conformity of Judgment in a Group Situation
(129) Processes of Opinion Change
(135) Experimental Arousal of Achievement Motivation in Adolescent Girls
(171) The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others
(173) Emotional Arousal and Attitude Change

SOCIAL POWER - LEGITIMATE

(100) The Study of Role Conflict: Explorations in Methodology
(103) The Leader's Psychological Distance and Group Effectiveness
(104) Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups
(129) Processes of Opinion Change

SOCIAL POWER - REFERENT

- (80) Ordinal Position and Conformity
- (86) Patterns of Choice in Interpersonal Relations
- (90) Socio-Psychological Problems of Leadership
- (93) Group Effectiveness, Coercion, Change, and Coalescence Among Delinquents Compared to Non-Delinquents
- (105) A Formal Theory of Social Power
- (113) Leader Indulgence and Group Performance
- (117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation
- (121) Use of the Simulated Group Technique With Children
- (122) Experimental Variables Affecting the Conformity Behavior of Children
- (123) The Effect of Positive and Negative Self-Evaluation on the Attractiveness of a Goal
- (127) Conformity of Judgment in a Group Situation
- (129) Processes of Opinion Change
- (131) Attraction to the Group and Conformity to Group Norms
- (145) Social Reinforcement in Attitude Change
- (158) Change of Attitudes as A Function of Size of Discussion Groups
- (163) Conformity Under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval
- (171) The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others

SOCIAL POWER - REWARD

- (89) Some Formal Properties of Groups
- (90) Socio-Psychological Problems of Leadership
- (107) Conformity and Commitment to the Group
- (129) Processes of Opinion Change
- (131) Attraction to the Group and Conformity to Group Norms
- (150) The Evolution of Leadership Structure
- (159) Operant Conditioning in a Quasi-Therapy Setting
- (161) Role Enactment, Audience Feedback, and Attitude Change
- (168) Conformity Under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval
- (172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy

SOCIAL RELATIONS

- (3) Interpersonal Communication Behavior--A Normative Data Study

SOCIAL RELATIONS

(20) The Effect of Preschool Group Experience on Various Language and Social Skills in Disadvantaged Children
(71) Group Decision-Making in an Apprenticeship Program for Youth

STRESS

(131) Attraction to the Group and Conformity to Group Norms
(152) Threat, Attraction to Group, and Need for Strong Leadership
(159) Operant Conditioning in a Quasi-Therapy Setting
(173) Emotional Arousal and Attitude Change

TEACHER

(2) Reference Group Orientation and Teacher Attitude Toward School District Reorganization
(18) Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling
(65) Group Guidance: Two Processes
(68) Research on Group Procedures in Schools: A Review of the Literature

TEST INTERPRETATION

(72) A Comparison of Individual and Multiple Counseling for Test Interpretation Interviews

THERAPY

(10) Group Work with AFDC Mothers and Their Daughters
(27) The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents
(39) Group Psychotherapy in Community Mental Health Programs
(50) An Investigation into the Nature of the Patient-Family Therapy Group
(51) Group Structure and Productivity in Problem-Solving
(66) Group Participation Training for Psychiatric Patients
(67) Verbal Behavior in Group Psychotherapy With and Without a Therapist
(70) Group-Need Therapy - An Approach to Group Planning

TRAINING

(48) The Effects of Short-Term Group Counseling on Prospective Counselors
(66) Group Participation Training for Psychiatric Patients
(137) Working With Groups
(138) Working With Groups: Group Process and Individual Growth

UNDERACHIEVERS

(45) Group Counseling with College Underachievers
(49) Group Counseling with Male Underachieving College Volunteers

GPO 807-746-5

AUTHOR INDEX

ANGER, HANS

(73) Theory Building and Models in Small Group Research.

ARONSON, ELLIOT

(74) Communicator Credibility and Communication Discrepancy as Determinants of Opinion Change.

BACHRACH, ARTHUR J.

(75) Group Reinforcement of Individual Response Experiments in Verbal Behavior.

BACHTOLD, LOUISE M.

(8) Counseling Instructional Programs for Intellectually Gifted Students.

BACK, K. W.

(76) Power, Influence and Pattern of Communication.

BACKMAN, CARL W.

(77) Resistance to Change in the Self-Concept as a Function of Consensus among Significant Others.

BASS, B. M.

(78) Conformity, Deviation, and a General Theory of Interpersonal Behavior.

(79) Behavior in Groups as a Function of Self-Interaction, and Task Orientation.

BATES, MARILYN

(32) Themes in Group Counseling with Adolescents.

BEAIRD, JAMES H.

(3) Interpersonal Communication Behavior--A Normative Data Study.

BECKER, SELWYN

(80) Ordinal Position and Conformity.

BEEDNER, STANLEY

(81) Individual Predispositions and External Pressure: A Note on Determinants of Attitudes.

BERRIEN, F. KENNETH

(82) Homeostasis Theory of Groups--Implications for Leadership.

BIRNEY, R. C.

(83) The Effects of Creativity, Norm Distance, and Instructions on Social Influence.

BJERSTEDT, A.

(84) Preparation, Process, and Product in Small Group Interaction.

BLAKE, R. R.

(85) Conformity, Resistance and Conversion.

BLAU, P. W.

(86) Patterns of Choice in Interpersonal Relations.

BONNEY, WARREN C.

(33) Pressures Toward Conformity in Group Counseling.

(34) The Transition State in Group Counseling in Terms of Congruence Theory.

BORDUA, DAVID J.

(87) Authoritarianism and Intolerance of Nonconformists.

BORGATTA, E. F.

(88) A Note on the Consistency of Subject Behavior in Interaction Process Analysis.

BORGATTA, E. F.

(89) Some Formal Properties of Groups.

BORNEMANN, ERNST

(90) Socio-psychological Problems of Leadership.

BOY, ANGELO V.

(35) Multiple Counseling: A Catalyst for Individual Counseling.

BRANDNER, VICTORIA

(91) Dynamics and Mutual Influence of Attitudes.

BROCK, TIMOTHY C.

(92) Dissonance Reduction, Social Comparison, and Modification of Others' Opinions.

BROEDEL, HOHN

(36) The Effects of Group Counseling on Gifted Underachieving Adolescents.

BRUMBAUGH, ROBERT B.

(2) Reference Group Orientation and Teacher Attitude Toward School District Reorganization.

BRYANT, H. A.

(93) Group Effectiveness, Coercion, Change, and Coalescence Among Delinquents Compared to Non-delinquents.

BURKE, RICHARD L.

(94) Changes in Perception of Self and Others during Human Relations Training.

BYRNE, DONN.

(95) Interpersonal Attraction and Attitude Similarity.

CAHOON, D. D.

(37) A Comparison of the Effectiveness of Verbal Reinforcement Applied in Group and Individual Interviews.

CATRON, DAVID W.

(38) Educational-Vocational Group Counseling: The Effects on Perception of Self and Others.

CATTELL, R. B.

(96) Sex Differences in Small Group Performance.

CHANCE, ERIKA

(39) Group Psychotherpay in Community Mental Health Programs.

CHANDLER, B. J.

(21) A Comparative Study of Group Inquiry with Advantaged and Disadvantaged Students.

CLELAND, ROBERT S.

(40) Emotional vs. Ideational Emphasis during Group Counseling with Student Nurses.

CLEMENTS, BARTON E.

(41) Transitional Adolescents, Anxiety, and Group Counseling.

COHEN, ARTHUR M.

(97) Changing Small Group Communication Networks.

COHN, BENJAMIN

(42) Group Counseling: An Orientation.

(43) A School Report on Group Counseling.

COMBS, CHARLES F.

(44) Group Counseling: Applying the Technique.

DICKENSON, WALTER A.

(45) Group Counseling: Applying the Technique.

DI VESTA, F. J.

(98) The Effects of Need-Oriented Communications on Attitude Change.

DUNNETTE, MARVIN D.

(99) The Effect of Group Participation on Brainstorming Effectiveness for Two Industrial Samples.

EHLICH, HOWARD J.

(100) The Study of Role Conflict: Explorations in Methodology.

EMERSON, RICHARD M.

(101) Power-dependence Relations: Two Experiments

FAUNCE, R. W.

(10) Group Work with AFDC Mothers and Their Daughters.

FESTINGER, L.

(102) On Resistance to Persuasive Communications.

FIEDLER, F. E.

(104) Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups.

(103) The Leader's Psychological Distance and Group Effectiveness.

FOLEY, WALTER J.

(47) A Developmental Model for Counseling Groups.

FORD, DONALD H.

(46) Group and Individual Counseling in Modifying Behavior.

FRENCH, J. R. P., JR.

(105) A Formal Theory of Social Power.

(106) Coercive Power and Forces Affecting Conformity.

GATCHEL, MARY H.

(9) Preparation for Successful Adult Life.

GAZADA, GEORGE

(48) The Effects of Short-Term Group Counseling on Prospective Counselors.

GERARD, H. B.

(107) Conformity and Commitment to the Group.

GILBREATH, STUART H.

(49) Group Counseling with Male Underachieving College Volunteers.

GLADSTEIN, GERALD A.

(24) Role of School Counselors and Clergymen in Helping Parents and Adolescents Achieve Educational Goals Through Group Work.

GLANZ, E. C.

(108) Groups in Guidance.

GLANZER, M.

(109) Techniques for the Study of Group Structure and Behavior.

GLEMBIEWSKI, R. T.

(112) The Small Group: An Analysis of Research Concepts and Operation.

GPO 807-746-4

GOLDMAN, MORTON

(110) Some Conditions Under Which Groups Operate and How This Affects Their Performance.

GOLDSTEIN, IRWIN

(111) Compliance and Attitude Change Under Conditions of Differential Social Reinforcement.

GREER, F. LOYAL

(113) Leader Indulgence and Group Performance.

GROSS, E.

(114) Dimensions of Leadership.

GUETZKOW, H.

(115) Differentiation of Roles in Task-oriented Groups.

HAMBLIN, R. L.

(116) Group Morale and Competence of the Leader.

HARROW, MARTIN

(50) An Investigation into the Nature of the Patient-Family Therapy Group.

HARVEY, O. J.

(117) Reciprocal Influence of the Group and Three Types of Leaders in an Unstructured Situation.

HOLLANDER, E. P.

(118) Competence and Conformity in the Acceptance of Influence.

HOWELLS, LLOYD T.

(119) Seating Arrangement and Leadership Emergence.

HUDGINS, BRYCE B.

(120) Effects of Group Experience on Individual Problem-Solving.

(51) Group Structure and Productivity in Problem-Solving.

HURD, PAUL DEHART

(7) A Study of Small Group Dynamics and Productivity in the BSCS Laboratory Block Program.

HYMAN, IRWIN

(29) Instituting Group Counseling in the Public School.

IRISH, GRACE

(26) The Family: Laboratory for Human Behavior.

ISCOE, I.

(121) Use of the Simulated Group Technique with Children.

(122) Experimental Variables Affecting the Conformity Behavior of Children.

ISRAEL, J.

(123) The Effect of Positive and Negative Self-Evaluation on the Attractiveness of a Goal.

IZARD, CARROLL E.

(124) Personality Similarity, Positive Affect, and Interpersonal Attraction.

JAMRICH, JOHN X.

(125) Application of Matrices in the Analysis of Sociometric Data.

JESSELL, JOHN C.

(52) The Effectiveness of Parent-Counselor Conferences.

JULIAN, JAMES W.

(126) Perceived Acceptance as a Determinant of Conformity Behavior.

KASSARJIAN, WALTRAUD M.

(127) Conformity of Judgment in a Group Situation.

KEISLAR, EVAN R.

(128) Experimental Development of "Like" and "Dislike" of Others among Adolescent Girls.

KELMAN, H. C.

(129) Processes of Opinion Change.

KEMP, C. GRATTON

(53) Bases of Group Leadership.

(54) Behaviors in Group Guidance (Socio Process) and Group Counseling (Psyche Process).

KEW, J. K.

(130) The Stability of Group Verbal Behavior.

KIESLER, CHARLES A.

(131) Attraction to the Group and Conformity to Group Norms.

KORTEN, DAVID C.

(132) Situational Determinants of Leadership Structure.

KRAUSE, VICTOR C.

(22) Assessment of Group Counseling Procedures on a Small College Campus.

KREGARMAN, JOHN J.

(133) Arbitrariness of Frustration and Aggression.

KRUMBOLTZ, JOHN D.

(55) The Effect of Behavioral Counseling in Group and Individual Settings on Information-Seeking Behavior.

LAXER, R. M.

(56) Counseling Small Groups of Behavior Problem Students in Junior High Schools.

LAZARUS, ARNOLD A.

(134) Group Therapy of Phobic Disorders by Systematic Desensitization.

LESSER, GERALD S.

(135) Experimental Arousal of Achievement Motivation in Adolescent Girls.

LEVY, LEO

(136) Studies in Conformity Behavior: A Methodological Note.

LIFTON, WALTER M.

(137) Working with Groups.

(138) Working with Groups: Group Process and Individual Growth.

LONGABAUGH, RICHARD

(139) A Category System for Coding Interpersonal Behavior as Social Exchange.

LORR, MAURICE

(140) An Interpersonal Behavior Circle.

LOTT, ALBERT J.

(57) Group Cohesiveness and Individual Learning.

LOTT, BERNICE ELSMAN

(141) Group Cohesiveness: A Learning Phenomenon.

LOWRY, LOUIS

(142) The Group in Social Work with the Aged.

LUKESCZYK, KURT

(143) On a Theory of the Role as Leader.

LYLE, JACK

(144) Communication, Group Atmosphere, Productivity, and Morale in Small Task Groups.

MACCOBY, ELEANOR E.

(145) Social Reinforcement in Attitude Change.

MACKINNON, W. J.

(153) Behavioral Research and Intergroup Communication.

MACLENNAN, BERYCE W.

(27) The Group as a Reinforcer of Reality, A Positive Approach in the Treatment of Adolescents.

MANHEIM, HENRY L.

(146) Experimental Demonstration of Relationship Between Group Characteristics and Patterns of Intergroup Interaction.

MANN, J. H.

(147) The Effect of Role-Playing Experience on Role-Playing Ability.

(148) The Relative Effectiveness of Role Playing and Task Oriented Group Experience in Producing Personality and Behavior Change.

MANN, PHILLIP H.

(23) The Effect of Group Counseling on Mentally Retarded Boys' Concepts of Themselves in School.

MANN, R. D.

(149) A Review of the Relationships Between Personality and Performance in Small Groups.

MARAK, GEORGE E., JR.

(150) The Evolution of Leadership Structure.

MARX, SANFORD H.

(58) A Program of Group Counseling.

MAYER, G. ROY

(59) Group Counseling with Children: A Look at Group Size.

MOURSUND, JANET P.

(14) Interpersonal Attitudes of Adolescents, Interim Report.

MULDER, M.

(151) Communication Structure, Decision Structure and Group Performance.

(152) Threat, Attraction to Group, and Need for Strong Leadership.

NEFF, WALTER S.

(60) A Q-Sort Instrument to Assess the Meaning of Work.

NELSON, RICHARD C.

(61) Elementary School Counseling with Unstructured Play Media.

NEWPORT, GENE

(154) A Study of Attitudes and Leader Behavior.

NORFLEET, BOBBIE

(155) Interpersonal Relations and Group Productivity.

OFMAN, WILLIAM

(62) Evaluation of a Group Counseling Procedure.

OHLSEN, MERLE M.

(5) Counseling Children in Groups.

(63) Group Counseling Evaluated by Blind Analysis of Projective Test Responses.

PALMER, G. J.

(156) Task Ability and Effective Leadership.

PEARSON, RICHARD E.

(64) Group vs. "Mass" Procedures--For What?

PEPINSKY, N. B.

(157) The Criterion in Counseling: A Group Participation Scale.

PINNER, FRANK A.

(1) Relationships Between High School Group Structures and the Development of Orientations Toward Public Affairs.

PRUITT, DEAN G.

(30) Is There a Shift Toward Risk in Group Discussion; If So, Is It a Group Phenomenon; If So, What Causes It.

RATH, R.

(158) Change of Attitudes as a Function of Size of Discussion Groups.

RECTOR, WILLIAM

(17) Parent and Counselor Perceptions of Their Participation in Group Counseling.

RETTIG, SALOMON

(31) Group Responsibility, Affiliation, and Ethical Risk Taking.

RINN, JOHN L.

(65) Group Guidance: Two Processes.

ROGERS, J. M.

(159) Operant Conditioning in a Quasi-Therapy Setting.

ROSENBERG, LEON A.

(160) Group Size, Prior Experience, and Conformity.

ROTHAUS, PAUL

(66) Group Participation Training for Psychiatric Patients.

SALZBERG, HERMAN C.

(67) Verbal Behavior in Group Psychotherapy With and Without a Therapist.

SARBIN, T. R.

(161) Role Enactment, Audience Feedback, and Attitude Change.

SCHEIDLINGER, SAUL

(162) Group Process in Group Psychotherapy: Current Trends in the Integration of Individual and Group Psychology.

GPO 807-746-3

SCHEIN, E. H.

(163) Interpersonal Communication, Group Solidarity, and Social Influence.

SCHMIDT, WESLEY I.

(6) Group Guidance in the Elementary School.

SHAPIRO, DAVID

(164) The Reinforcement of Disagreement in a Small Group.

SHAW, MARVIN E.

(165) Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group.

SHAW, MERVILLE C.

(15) A Proposed Model and Research Design for Pupil Personnel Services in the Public Schools.

(16) Guidance Research in Action, Group Counseling with Parents.

(18) Interrelationships Between Counselor and Teacher Perceptions of Their Participation in Group Counseling.

(68) Research on Group Procedures in Schools: A Review of the Literature.

SHELLEY, HARRY P.

(166) Status Consensus, Leadership, and Satisfaction with the Group.

SMITH, EWART E.

(167) The Wit in Large and Small Established Groups.

SONSTEGARD, MANFORD

(13) The Teleoanalytic Approach to Group Counseling.

SPIELBERGER, CHARLES D.

(69) Group Counseling and the Academic Performance of Anxious College Freshmen.

STRICKLAND, BONNIE R.

(168) Conformity under Conditions of Simulated Group Pressure as a Function of the Need for Social Approval.

TAUBER, LEWIS E.

(70) Group-Need Therapy--An Approach to Group Planning.

TAYLOR, MARVIN

(169) Assessing Emerging Leadership Behavior in Small Discussion Groups.

THOMAS, E. J.

(170) Effects of Group Size.

TUDDENHAM, READ D.

(171) The Influence Upon Judgment of the Apparent Discrepancy Between Self and Others.

ULLMANN, LEONARD P.

(172) Modification of Behavior Through Verbal Conditioning: Effects in Group Therapy.

VANCE, BARBARA J.

(20) The Effect of Preschool Group Experience on Various Language and Social Skills in Disadvantaged Children.

VARENHORST, BARBARA B.

(19) How Students Use Values in Decision-Making.

WALKER, WALTER L.

(71) Group Decision-Making in an Apprenticeship Program for Youth.

WEBB, ALLEN P.

(28) A Group Counseling Approach to the Acting-Out Preadolescent.

WEISS, W.

(173) Emotional Arousal and Attitude Change.

WRENCH, DAVID F.

(11) Balancing in Group Decision Making.

WRIGHT, E. WAYNE

(72) A Comparison of Individual and Multiple Counseling for Test Interpretation Interviews.

WURSTER, CECIL R.

(174) A Test of the Proposition: We Want To Be Esteemed Most By Those We Esteem Most Highly.

YABROFF, WILLIAM W.

(4) An Experiment in Teaching Decision-Making.

ZAJONC, R. B.

(175) The Process of Cognitive Tuning in Communication.

ZANDER, A. F.

(176) Unity of Groups, Identification with Groups, and Self-esteem of Members.

ZWETSCHKE, EARL T.

(12) Research--Family Group Consultation and the School Counselor.

GPO 807-746-2